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ABSTRACT

This quarterly newsletter provides information about the programs, issues, and concerns, of women students, faculty, and administrators in higher education. Each of the four issues (comprising one year's worth) has several regularly appearing sections that present brief news summaries and reports covering topics such as working in academe and elsewhere, around the campus, women's studies, women of color, athletics, sexual harassment, sexual assault, resources, World Wide Web resources, and job opportunities. A column on the activities of the American Council of Education's Office of Women in Higher Education also appears in each issue. Some issues also offer a feature article that presents a more detailed discussion of a topic; two such articles appearing in this volume of the newsletter include one that focuses on the origins of the Title IX Education Amendments of 1972, which prohibit sexual discrimination in educational institutions receiving federal money, and another which presents various strategies and responses for handling sexual harassment. (MDM)

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About Women On Campus 1997

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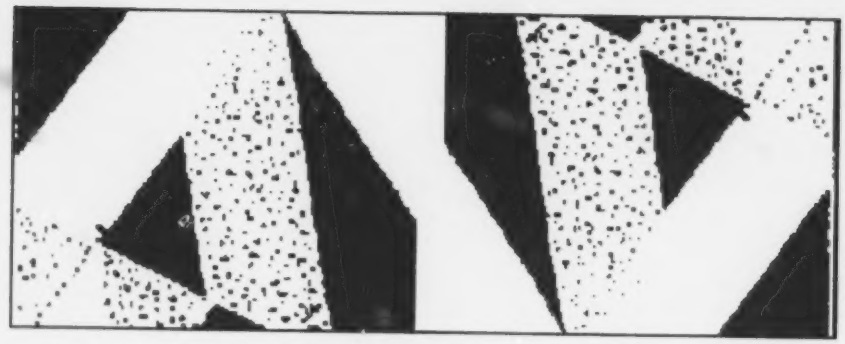

ABOUT WOMEN ON CAMPUS

WINTER 1997 • VOLUME 6 • NUMBER 1

WORKING IN ACADEME

WHO ARE THE WOMEN IN ACADEME?

In a survey of nearly 34,000 professors, some differences between men and women stand out:

• Women were more likely to use small groups and student-centered learning: 50 percent of the women compared to 28 percent of the men. Women were more likely to assign group projects: 30 percent of the women compared to 19 percent of the men.

• Men were more likely to rely primarily on lecturing: 55 percent of the men compared to 35 percent of the women.

• Female professors earned 88 to 94 percent of that earned by male professors (rank was held constant).

• Almost 28 percent of the women had interrupted their careers because of family issues compared to only 4.4 percent of the men.

• Men and women differed in their perception of discrimination. Men were more likely to believe that faculty of color and women were treated fairly on their campus: 90.4 percent of the men compared to 72.4 percent of the women.

• Thirty-four percent of women reported subtle discrimination as a source of stress, down 14 points since 1989. About 12 percent of women stated that they had been sexually harassed at their institution.

• Equal numbers of men and women cited child care as a source of stress during the previous two years (around 32 percent).

• On all of the questions dealing with racial discrimination, more women saw it as an important issue than men. More than 68 percent of the women, compared to nearly 56 percent of the men have as an important objective helping to promote racial understanding.

• Women were more likely than men to believe that racist/sexist speech should be banned on campus: 65 percent of men compared to 47 percent of women.

The American College Teacher study was conducted by the Higher Education Research Institute. It is available for $22 plus $4.79 for shipping from HERI, Graduate School of Education and Information Studies, 3005 Moore Hall, Box 95121, University of California, Los Angeles, Calif. 90095-1521.

UC SYSTEM PAID $4 MILLION IN SEX BIAS CLAIMS

In 1994 we reported that the University of California at Los Angeles (UCLA) had spent more than a million dollars to settle four

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The National Association for Women in Education is an independent nonprofit professional organization dedicated to the education and professional and personal development of women and girls. An important force in American education for more than 80 years, the Association is at a crossroads, serving new populations, expanding its services, and developing new and innovative programs to meet the ever-changing needs of women in education.

The mission of the National Association for Women in Education is to address issues in higher education, with particular attention to the interests, scholarship, and advancement of women educators and students. In a supportive, diverse organizational environment for educators from a broad range of specialties, NAWE develops leaders for today and tomorrow.

cases involving sexual harassment, sexual assault and sexual discrimination.

The problem, however, is not limited to UCLA. Between 1988 and 1994, women faculty at the nine-campus University of California (UC) system filed 69 sexual discrimination lawsuits involving tenure. In 1995 UC paid more than $4 million in damages and attorney fees to women faculty, including a record $1 million to Berkeley architecture professor Marcy Wang. She and several other women regained their jobs.

Many of the settlements were secret, but came to light when the San Jose *Mercury News* won access to them by claiming they violated California's public records act.

We Advocate Gender Equity (WAGE), a new group of advocates, is working to end secrecy and patterns of bias throughout the UC system. The group, led by Charity Hirsch (the spouse of a Berkeley mathematics professor), was instrumental in persuading the state legislature to order the UC system to report annually how much it spends to fight discrimination lawsuits.

For those seeking information about sexual harassment and other discrimination suits in public institutions, WAGE's strategy of using a public records act to force an institution to disclose what it spent fighting discrimination suits might be a useful strategy to emulate.

FAMILY-FRIENDLY POLICIES ON CAMPUS

Employees and students of academic institutions face many of the same social and economic pressures affecting workers in corporate workplaces. As a result, some campuses are developing policies and programs to help support family life for employees and students, reports the College and University Personnel Association (CUPA) Foundation and the Families and Work Institute.

The top 25 percent of the 375 institutions responding to the CUPA survey had, on average, 30 policies or programs designed to help faculty and staff balance their personal and work lives. Schools with comprehensive programs were more likely to have larger budgets as well as human resource managers familiar with family demographics. Such schools also were more likely to have experienced some recent change, such as restructuring, downsizing or new leadership.

The CUPA report, the first to study family-supportive policies in academe, highlights 15 model initiatives, including dependent care, resource and referral services, innovative forms of flexible work arrangements, emergency backup child care, and school partnership programs.

College and University Reference Guide to Work-Family Programs, costs $60 ($50 for CUPA members and respondents). It is available from CUPA, 1233 - 20th Street, NW, Suite 301, Washington, D.C. 20036-1250.

WOMEN GET RAISES DESPITE SUIT FILED BY MALE PROFS

In 1992, Virginia Commonwealth University (VCU) gave raises totaling more than $440,000 to 172 female professors after a university study showed that women with the same academic rank and experience were paid less than men with the same qualifications. Six male

professors later sued, claiming that the salary study did not consider the women's performance, how many hours they worked or the number of papers they published.

The suit was settled shortly before the case was to go to trial. Although the amount of money to be paid to the plaintiffs is confidential, the settlement requires VCU to consider individual merit in future faculty pay adjustments.

TRACKING WOMEN IN UTAH

Since 1982 the Utah State Board of Higher Education has tracked the number of women and men in faculty positions in the state system of higher education. Utah's compilation for 1996 covers a ten-year period. It shows women increasing from nearly 22 percent in 1986-87 to nearly 31 percent in 1995-96. (Nationally women hold 32.3 percent of faculty positions in colleges and universities.)

Although women comprise 12.2 percent of full professors in Utah's state-supported institutions, only 3.7 percent of women faculty hold the rank of full professor (nationally the figure is 6.2 percent). Men were more likely to be full professors; women were more likely to be assistant professors. Thus the phrase, "The higher the rank the fewer the women," holds in Utah as it does elsewhere.

The number of Utah women who received full professorship (only two) was the smallest in ten years, with the exception of 1987. The report also shows the distribution of men and women at Utah's nine state institutions.

The annual report on the status of women is mandated by the Regents Policy R805. For a copy of the policy and/or the report, contact Lou Jean Flint, Academic Affairs Officer, Utah System of Higher Education, State Board of Regents, 3 Triad Center, Suite 550, Salt Lake City, Utah 84180-1205.

TASK FORCE HELPS WOMEN PLANNING LAWSUITS

In the Summer 1996 issue of *About Women on Campus* we described the Academic Discrimination Task Force of the National Women's Studies Association, which has a network of former and current plaintiffs to support and advise women planning lawsuits. The task force is seeking funding to support and expand its work.

For further information contact Annis Pratt, 1056 Larchlea Drive, Birmingham, Mich. 48009. Phone: (810) 664-0737 or mail your contribution to Virginia Cyrus, NWSA, Academic Discrimination Task Force Treasurer, 159 Windsor Ave., Southampton, Pa. 18966.

AROUND THE CAMPUS

COURT UPHOLDS STUDENT FEES TO COVER ABORTION

A federal appeals court has ruled that using part of a University of California student fee for health insurance that covers abortion does not violate the religious freedom of students who oppose abortion. The court noted that the insurance program was not mandatory; students could turn it down. Further-

GUIDE SHOWS FUNDING SOURCES FOR WOMEN'S PROJECTS

The newest edition of the *National Guide to Funding For Women and Girls* describes more than 950 national and local funders and more than 4000 of their recent grants to benefit women and girls. The grant descriptions, which cover areas such as education, career guidance, vocational training, equal rights, rape prevention, shelters for abused women, health, abortion rights, pregnancy, athletics and recreation, arts, and social research are helpful in deciding which funders might be appropriate for your project.

The 234-page book includes an index of funding sources. The third edition (1994-95) costs $70 and is available from the Foundation Center, 79 Fifth Avenue, New York, NY 1003-3076.

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more, objectors are not required to accept or advocate abortion services.

The court also found that religious freedom was not an issue in this case because the university did not bar any religious ritual and students did not suffer any penalties for exercising their religion.

The case was brought in 1992 by Gregory P. Goehring, a 1991 graduate of the University of California at Davis. Goehring claimed his constitutional rights were violated by the university's practice of spending revenues from student fees on campus programs benefitting only women, such as a women's resource center. A lower court's dismissal of the suit was unanimously upheld by the appeals court.

WOMEN STUDENTS LESS OPTIMISTIC THAN MEN

Although most college students believe they will achieve a high level of success in their chosen fields, men are more optimistic than women, according to a recent Gallup Poll. More men (65 percent) than women (59 percent) said they expect to exceed their parents' standard of living in 20 years.

Fifty-five percent of the women said they believe they face a glass ceiling in business; only 35 percent of men agreed that women face these barriers. About 40 percent of the women also saw barriers in science, medicine and law.

FRATERNITY ROW NO MORE AT PENN

Until very recently, Locust Walk, the center of the University of Pennsylvania campus, was occupied primarily by white male fraternities and the Wharton School. However, student efforts to diversify Locust Walk, plus the removal of some fraternities found in violation of university rules, has resulted in a number of changes:

- One fraternity house was converted to a Community Service Living-Learning residence, with male and female occupants.
- The Penn Women's Center is now located on the Walk.
- Another fraternity house is temporarily rented by a sorority. (The fraternity was removed by its national office for misbehavior.)
- The African American Resource Center and Lesbian, Gay, Bisexual Community Center now share a building on Locust Walk with an academic program.

Locust Walk will never again be the same.

BENNINGTON ENDS ANNUAL "DRESS-TO-GET-LAID PARTY"

After many years, faculty and administrators at Bennington College have decided to abolish the annual "dress-to-get-laid" party.

The Vermont college put a stop to the event after objections were raised that the party not only offended women, it encouraged excessive consumption of alcohol, injuries to participants, offensive posters, and damage to Bennington's reputation.

GRAD STUDENT SUES HARVARD

Marilyn B. McLatchey has filed suit against Harvard University, claiming that the university denied her a doctorate in comparative literature because she was too traditional; that is, she did not advocate gender-based research and did not "fit the mold of advocating feminist doctrine."

WOMEN'S STUDIES

SURVEY SHOWS WOMEN'S STUDIES ON THE INCREASE

In the survey of American faculty described in "Working in Academe" (page 1), 15 percent of faculty members said they used readings about women and gender in their classes, up four percent from the previous survey in 1989.

Additionally, 37.8 percent of the men and 34.7 percent of the women describe their own institution as having many courses with feminist perspectives. The overall 37 percent for men and women combined is eight percent above the 1989 response to the same question.

REPORT ON WOMEN'S STUDIES IN COMMUNITY COLLEGES

The December 1996 issue of *Women's Studies Quarterly* reports on the state of women's studies in two-year colleges and presents the results of two programs: the Ford Foundation-funded Curriculum Mainstreaming and Teaching Initiative, and the FIPSE-funded Inclusion of Women into the Curriculum,

which together sponsored curriculum transformation projects at 20 community colleges.

Among the topics addressed are math, science and technology; the inclusion of race, class and gender in the liberal arts curriculum; developmental writing and English composition; and faculty development models in multicultural women's studies.

Edited by Lisa Fiol-Matta and Myrna Goldenberg, the 250-page issue (which also includes the *Women's Studies Quarterly* program update) costs $18. It is available from the Feminist Press, City University of New York, 311 East 84th Street, New York, NY 10128-5684.

LOOKING AT BEING WHITE

Just as Black Studies has examined what being black means, and Women's Studies has examined the meaning of being female, a number of scholars – many involved in women's studies – have begun to examine the meaning of being white. Among the questions being explored are, "How do assumptions about whiteness dominate the classroom intellectually?" "What are the privileges conferred by whiteness?" and "How does privilege itself keep the terms and benefits of privilege invisible?"

A short bibliography, "The Social Construction of Whiteness," is available at no cost from Mary Kay Tetreault, Vice President for Academic Affairs, California State University, Fullerton, P.O. Box 34080, Fullerton, CA 92634-9480. Tetreault, who compiled the bibliography, is coauthor with Frinde Maher of *The Feminist Classroom*, published by Basic Books (1994).

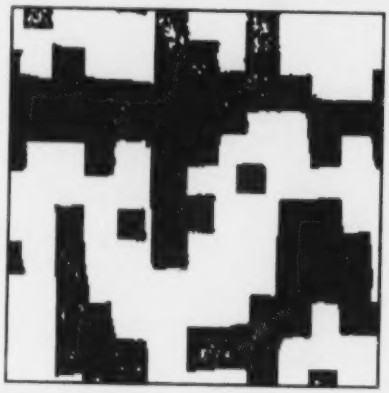
RESOURCE: A GOOD READ FOR WOMEN'S STUDIES

For an interesting and varied collection of essays about women's studies, read *Talking Gender: Public Images, Personal Journeys, and Political Critiques*, edited by Nancy Hewitt, Jean O'Barr and Nancy Rosebaugh. The anthology covers issues such as the heritage of women's image from Roman oratory, identities in Israel, African American women leaders and writers, stereotypes of HIV women, what women's studies teaches men about themselves, and the place of women in the global economy.

The book costs $39.95 hardback, $16.95 paperback. It is available from the University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515-2288.

FAREWELL TO PAT FARRANT

Since the inception of *About Women on Campus* in 1991, Patricia Farrant of ACT has shepherded the newsletter's production and was responsible for its handsome design. With the fall issue, Pat completed her five year commitment to the launching of AWOC and has just assumed the presidency of the National Coalition of Independent Scholars. Her skill, enthusiasm and talents will be missed. Abby Brown is our new managing editor. She brings much experience to the position. A former college instructor, she was a correspondent for the National Education Association, communications director for the President's Commission on Campus Unrest, and more recently, managing editor of several publications on school and college discrimination.



ATHLETICS

THE GOOD NEWS AND THE BAD NEWS

Since 1977, Linda Jean Carpenter, professor at the City University of New York and R. Vivian Acosta, professor at Brooklyn College, have been studying women's athletics. Their 1996 findings, like those of previous years, are mixed. The good news is that the number of women's teams per school is the highest it has ever been, an average of 7.5 teams. All three of the nation's competitive divisions showed an increase in the number of sports offered to female athletes. The most popular sports are basketball, volleyball, tennis, cross country and softball.

Unfortunately, the findings also reveal considerable bad news:

• The number of women coaches has been dropping, from 49.4 percent in 1994 to 47.7 percent in 1996. In 1972 when Title IX (the law that prohibits sex discrimination in educational institutions) was enacted, the percentage of women coaches was more than 90 percent, dropping to 58.2 percent in 1978.

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• More than half of the head coaches of women's teams are men; women hold 3,138 of the 6,580 positions. Although the number of these positions increased by 209 since 1994, women held nine fewer of them in 1996.

• Although men became coaches for women's teams in large numbers after passage of Title IX, there was no movement of women into jobs coaching men. Only about two percent of head coaches of men's teams in the NCAA are female. In almost all of these women coach combined men's/women's teams. (In programs where the head administrator is a female, more of the coaches for women's teams are female.)

• The number of female administrators of women's programs is dropping: 18.5 percent in 1996 compared to 21 percent in 1994.

• Less than one female per school is found within the administration of women's programs, even though over 77 percent of programs have more than one administrator. In fact, there are more women college presidents in each of NCAA's three competitive divisions than there are female athletic directors over both men's and women's programs.

For a copy of the study, send a self-addressed, stamped (55¢) envelope to Carpenter/Acosta, Department of Physical Education, Brooklyn College, Brooklyn, NY 11210.

DO MEN'S SPORTS SUBSIDIZE WOMEN'S TEAMS?

Some opponents of equity requirements for athletics have long argued that men's football and basketball should be exempt from Title IX because the earnings from these sports are used to support other sports played by both women and men.

According to a new book, *Keeping Score: The Economics of Big-Time Sports*, football on most campuses does not pay for itself, let alone subsidize other sports. Author Richard G. Sheehan estimates that only about 30 to 35 athletic departments consistently acquire substantial surpluses from football and men's basketball. In NCAA Division I schools, only 41 make a profit, with only 31 earning more than a million dollars each year. The rest lose money.

Thus the argument that football should be exempt from financial and other calculations used to assess equity in sports programs under Title IX does not make sense. Sheehan argues that the subsidies for men's and women's programs should be equal: if men's sports, including football, are subsidized, then women's sports should be subsidized by the same amount.

The book is published by Diamond Communications of South Bend, IN.

NEW LAW REQUIRES DATA ON ATHLETICS

In October 1996 the Equity in Athletics Disclosure Act of 1995 went into effect. The law requires institutions to provide financial data about men's and women's sports programs to assess equity. The *Chronicle of Higher Education* (October 25, 1996) collected some of its own data from the Big 12 and reported the following:

• The average salary difference between the head coach of a men's team and the head coach of a women's team was between $18,000 and $25,000; at Kansas State the difference was $55,000.

• No college among the Big 12 broke even on women's athletics; most lost more than $1.5 million.

• Only one of the Big 12, the University of Kansas, had more than 200 female athletes; Baylor University, Kansas State and Oklahoma State University each had less than 100 female athletes. Each of the Big 12 institutions had at least 215 male athletes.

Seven of the 12 universities lost money on their athletic programs. One problem with the new law is that institutions may end up using different methods to collect financial information, making it difficult to compare institutions.

WOMAN COACH WHO SUED COACHES ELSEWHERE

Marianne Stanley sued the University of Southern California in 1993 because she was paid less as head basketball coach for women than was her counterpart for men. A federal judge rejected her arguments, finding that the coach of the men's team had substantially different duties than that of the women's team. The case is currently under appeal.

Stanley lost her job and, despite three national championships on her resume, had difficulty finding another coaching position. She applied for more than 80 before she was finally hired in 1996 by the University of California at Berkeley.

ATHLETES MORE LIKELY TO BINGE DRINK

A new study from Harvard University found that women and men student athletes are more likely to engage in binge drinking than students not involved in athletics.

Harvard found that half of the women involved in athletics had engaged in a recent drinking binge, compared to 36 percent of women

who were not athletes. For men, 61 percent of the athletes had engaged in a recent binge compared to 43 percent of non-athletes. Women athletes, like men athletes, were more likely to have been drunk three or more times in the month prior to the study and more likely to drink in order to become drunk.

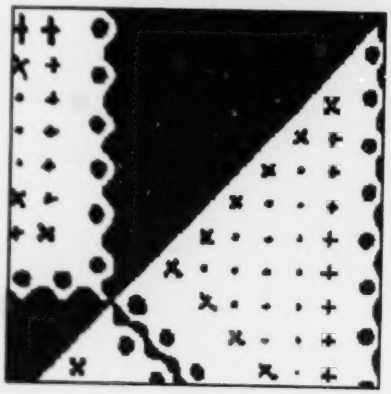
In another study, Aurelia Nattiv, a UCLA physician, found student athletes more likely than other students to ride in a car with an intoxicated driver and more likely to drink alcohol when their sport was not in season. The study found that student athletes may also engage in more unprotected sex and have more sexual partners than non-athletes. Several other studies also have suggested that athletes may engage in more risky behavior than other students.

SHOULD COLGATE HAVE VARSITY WOMEN'S HOCKEY?

That question has been up in the air for more than seven years.

Women students who participated in club-level hockey sued Colgate University to obtain varsity status. A federal district court judge ruled in 1990 that Colgate violated Title IX. But in 1993, the U.S. Second Circuit Court of Appeals ruled that the case was moot because all the plaintiffs had graduated or were about to graduate.

The case didn't end there. The women's attorney recruited new students to raise the issue again in 1994. Two years later another federal judge ruled that the case should go to trial. During the intervening years Colgate has hired a full-time coach for the team, allowing it to compete against varsity-level teams.



SEXUAL HARASSMENT

PEER HARASSMENT: AN EXPLOSIVE ISSUE HEATS UP

For several years, your editor has been predicting student-to-student sexual harassment was about to become a major controversial issue. When two young boys were separately charged with sexual harassment in New York and North Carolina after they were caught kissing their classmates, newspapers and others criticized the schools for overreacting. (The New York child had pestered two girls previously and ripped the button off the clothing of the girl he kissed.) As part of the discussion, however, the media noted more serious examples of peer harassment. Other developments in peer harassment, include the following:

• **California court awards $500,000 to female student.** In October, 1996, a jury ordered the Antioch (Calif.) Unified School District to pay Tianna Ugarte a half million dollars after finding she had endured months of sexual harassment from a sixth-grade classmate. The harassment included sexual taunting, obscene gestures, name calling and violent threats. Similar cases, particularly in elementary and high schools, are on the increase.

• **Supreme Court refuses to review a case allowing student-to-student harassment.** A federal appeals court in Texas had ruled that a school was not liable for student-to student harassment in a case involving eighth-grade boys who had touched the breasts and genitals of two sisters. The appeals court said that the school would only be liable if it handled claims of sexual harassment differently for boys than for girls. Other courts have disagreed, finding that Title IX covers student-to-student sexual harassment. The Supreme Court's refusal to review the appellate decision does not affect other jurisdictions. Thus only in Texas, Louisiana and Mississippi are students not protected from sexual harassment by other students under Title IX. The case is *Rowinsky v. Bryant Independent School District*.

• **Proof of intent to discriminate is not necessary to prove school liability.** A U.S. district court in California has ruled that a separate showing of intent to discriminate is not necessary to prove institutional liability in a case involving student-to-student harassment under Title IX.

The Court also found that "actual or constructive knowledge" of sexual harassment by one student against another and failure of the school to remedy it are sufficient to establish the school's liability. The case applies principles developed in workplace sexual harassment cases to those of student-to-student harassment. The case is *Doe v. Petaluma [Calif.] City School District*.

• Government issues guidance on student-to-student harassment. The Office for Civil Rights of the U.S. Department of Education has issued a Draft Peer Harassment Policy Guidance. The policy appeared in the August 16, 1996 issue of the *Federal Register*, with a 30-day comment period. The 20-page document, which was sent to educational institutions throughout the country, makes it clear that Title IX covers student-to-student sexual harassment and an institution is liable for the conduct of its students when the school creates a hostile environment or the school knows of the harassment and fails to take immediate and appropriate steps to stop it. The policy covers schools at all levels, including colleges and universities.

COURT FINDS COLLEGE HARASSMENT POLICY VAGUE

A federal appeals court has held that the First Amendment rights of a San Bernardino College professor were violated when the college ruled that his explicit classroom discussions were sexual harassment. Dean Cohen, a tenured English professor, included vulgarity and profanity in his classroom teaching, often focusing discussion on sexually-oriented topics. During a discussion on pornography, Cohen read from *Hustler* and *Playboy* magazines.

When a student protested an assignment to write about pornography, Cohen refused to give her an alternate assignment. The student filed a sexual harassment complaint, and the school's grievance committee found that Cohen had violated the college's sexual harassment policy. Cohen was ordered to submit his syllabus to the department chair for approval, attend a sexual harassment seminar, undergo a formal evaluation, and change his teaching style if it interfered with a student's learning.

Cohen sued, claiming that the discipline imposed on him interfered with his First Amendment rights and his right to academic freedom. A federal district court upheld the college's action, but a three-judge panel of the U.S. court of appeals reversed the decision, finding that the college's policy was "constitutionally vague." The appeals court did not explain its reasoning and offered no guidance on how to frame a policy so as not to infringe on First Amendment rights. The college's sexual harassment policy paraphrases the definition of sexual harassment used by the U.S. Equal Employment Opportunity Commission and similar California regulations.

The college has petitioned for a rehearing by the entire appeals court.

CALIFORNIA BILL GIVES RIGHTS TO STUDENTS FILING INTERNAL CHARGES

The California legislature has passed a bill giving elementary and secondary school students who are victims of sexual assault or sexual harassment at school the same rights and protections as victims who file charges in criminal court. Among those rights are the right to be accompanied by a parent or other support persons during testimony at disciplinary hearings, the right to adequate notice prior to being called to testify, the right to testify at a closed hearing, and the right to have evidence of irrelevant sexual history excluded.

Although the bill does not cover higher education institutions, colleges and universities might want to explore adding similar provisions to their sexual harassment and sexual assault policies.

GODDARD COLLEGE SETTLES SEXUAL HARASSMENT SUIT WITH STUDENT

Tiffany Wilson, a former student at Goddard College, Vt., has settled her sexual harassment suit against the college. Wilson alleged she was sexually harassed by Daniel J. Gribbin, Goddard's Dean of Administration. She charged Gribbin with making sexually harassing remarks to her when she was a resident assistant at the college. Gribbin was not only her supervisor but also the person responsible for investigating sexual harassment complaints.

Wilson stated that Gribbin continued to harass her even after she told him his remarks were unwelcome. She noted that when she was later hired by Gribbin as his personal administrative assistant, he pressured her to perform a variety of sexual acts and continued to harass her after she left his office for another position. She was eventually hospitalized for severe depression. Wilson told college officials about Gribbin's behavior, but they did not take action.

Although the settlement is confidential, a local newspaper stated that it totaled six figures. Goddard says it currently is in a budget crisis and has cut back on several faculty positions. The dean is still employed in his position.

DUKE FINED $500,000 FOR MISHANDLING COMPLAINT

A jury has ordered Duke University to pay $500,000 to an employee who was sexually assaulted by another employee. The jury found that Duke took no action to stop or reprimand the assaulter. In an unusual move, the jury also signed a letter urging Duke to change and improve its sexual harassment policy.

Both employees are still at Duke.

GEORGIA FIRES MUSIC PROF

The University of Georgia fired a professor of music after he was accused of appearing nude in front of two women students in separate incidents during parties at his home. Four other women students stated that the professor, Alexander Ross, had harassed them also.

Although one woman had complained in 1990, Georgia did not investigate until 1994 when the other women raised complaints. A unanimous faculty panel found in favor of the students and Ross was subsequently fired. He had been approved for tenure but the Board of Regents had not taken action on the final approval. Ross denies the allegations, claiming that the women were encouraged to make up their complaints by faculty members jealous of him and his work.

HARASSMENT RESEARCH CRITICIZED BECAUSE MOST SCHOLARS ARE WOMEN

A professor at Bryant College, R.I., has criticized sexual harassment research as misleading because most of the scholars doing this research are female. In an article in the *Journal of Individual Employment Rights*, Harsh K. Luthar calls for a gender neutral framework for studying sexual harassment and states that the current research borrows heavily from the literature on rape and sexual aggression without acknowledging it. [Editor's note: Many scholars have made explicit the linkage between sexual aggression and sexual harassment; indeed it is quite common in the literature.]

Luthar also comments that the studies do not explore the incidence of false complaints against men, the possibility of men being sexually harassed by women in powerful positions, and the lack of strong legal protections from men fired because of allegations of sexual harassment.

UC REGENT ACCUSED OF HARASSMENT, DISCRIMINATION

Donna Ransom, a former employee of University of California Regent Ward Connerly, has filed suit against him, claiming that he sexually harassed her, pressured women to be his "sexual consorts" and paid men more than women. In the court documents is a statement by another former employee who said that she too was pressured by Connerly for sex and he offered her perks in return for intimacies. She also said that Connerly continued to harass her after she ended the relationship. The women, who worked for Connerly's planning and consulting firm, said that after they quit their jobs Connerly retaliated against them by sabotaging their efforts to find new employment. The lawsuit seeks over $600,000.

Connerly was a leader in the campaign for California ballot Proposition 209, which would end many affirmative action programs.

WELLESLEY MUST PAY EMPLOYEE $250,000

In 1993, Mary Anne Miller, a food service employee at Wellesley College, Mass., complained that a supervisor at the college bakery was harassing her. Miller was then transferred to a kitchen job where her hourly rate was less. She alleged that the supervisor rubbed up against her and made lewd and inappropriate comments about her underwear and his genitals. Only after the court awarded her $250,000 in compensatory and punitive damages was the supervisor, Mario Ferrone, placed on indefinite leave. Both Wellesley College and Marriott International, Inc. were found liable.

Last year Wellesley settled another sexual harassment lawsuit against the chief of campus security police.

During her 24 years of employment at Wellesley, Miller had contributed nearly $30,000 to various academic and scholarship funds.

A NEW RESOURCE

A new monthly newsletter, *Sexual Harassment and Discrimination Reporter*, includes practical articles, trends and developments, summaries of recent cases, and helpful forms and Internet sites. Although aimed at attorneys the newsletter should be useful to persons on campus working on sexual harassment issues. For subscription information and a sample issue, contact James Publishing at (800) 440-4780.

Correction

In our fall issue we wrote that American Council of Education Fellows, among other things, attend a three-week national seminar. ACE fellows attend three week-long seminars.

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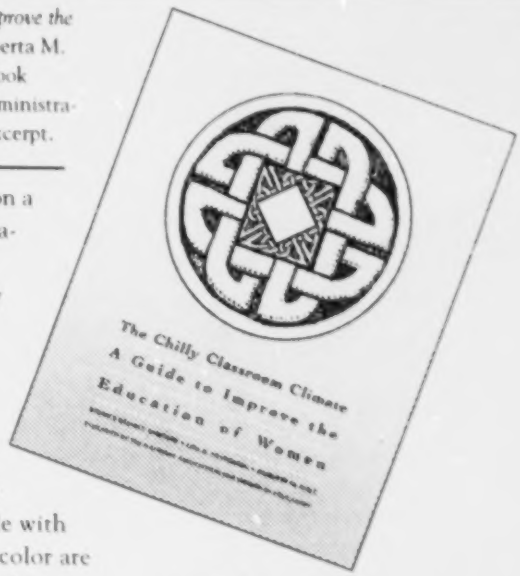
The following is excerpted from *The Chilly Classroom Climate: A Guide to Improve the Education of Women* by Bernice Resnick Sandler, Lisa A. Silverberg, and Roberta M. Hall. Published by the National Association for Women in Education, the book explores the chilly classroom and provides over 270 recommendations for administrators, faculty members and students. Footnotes have been omitted from the excerpt.



WOMEN OF COLOR

While the literature has paid much attention to women as a group and people of color as another group, until the early 1980s, relatively little had been written about women of color as a separate group, distinct from white women and men of color. Although some have noted that these women face "double discrimination," it would be more accurate to say that the experiences of women of color are not based merely on the addition of race plus gender, but that these characteristics intersect and create a new singularity. Thus there are separate stereotypes, assumptions, and experiences unique to women of color:

• Just as the *same* behavior in men and women is often perceived differently, the *same* behavior in white women and women of color may be viewed differently. Reticence or non-participation in a class may be seen as shyness in a white female, as passivity in an Asian American or Native American, or as rudeness or silent rejection in an African American woman.

• Faculty may be less successful working with women of color not only because of inaccurate assumptions, but also because of divergent communication styles and differences in value systems. For example, an Asian American woman may feel that it is "shameful" and "immodest" to verbalize her accomplishments, to make eye contact, to adopt a relaxed demeanor, or to "impose" on a faculty member for consultation or help unless the faculty member specifically states that students are expected to do so.

• Still another problem women of color face is isolation. Just as white women students are generally more comfortable with women faculty, women of color are often more comfortable with minority faculty and especially minority women faculty. Given the low numbers of minority faculty, women of color often feel separate and alone; their sense of isolation is compounded when they have few role models and fewer peers with whom to interact. White women and white men, and sometimes men of color, may exclude women of color from formal or informal interaction.

• Faculty may also inadvertently exclude women of color from informal extracurricular activities which involve other students.

• African American and Hispanic women may be viewed as more sexual than women of other races. Asian American women may be viewed as "exotic erotics." Friendly behavior may be misperceived by faculty members as a sexual overture.

• Women of color, especially African American women, are erroneously believed to have "made it" and to encounter little difficulty in finding success.

• The devaluation that women in general experience is exacerbated for women of color. One can sometimes see this when women of color are discouraged from choosing research topics or independent study projects that focus on issues of special concern to women of color.

• The problems of women of color may be thought to be no different from those of white women or men of color. Having addressed "women's issues" and/or "minority issues" in class, faculty members may thus see no need to address women of color.

• It is hard to separate racism and sexism when they are combined. Consider the comment, "Black bitch." Clearly, racial and sexual stereotypes work together to reinforce negative images of women of color.

• Women of color may be treated differently on the basis of their gender by male faculty members of color, and differently on the basis of their race and gender by white faculty

members of both genders. One African American reentry female student noted, "...some Black male professors have the same value system as do white males regarding the role of women."

• Some women of color may be afraid to ask for help for fear that doing so might confirm the stereotype that they are ill-prepared or less able. They may also feel they must "do it on their own." They may be concerned that, if less than stellar, their performance may reflect badly on all women or people of color.

• Feelings about classroom participation vary by gender and ethnic group; in one study, "American Indian, Latino, Asian-American students (particularly women) mentioned cultural prescriptions against speaking up which carried over to classroom interactions." Most said they were more likely to participate when material was culture-specific, but did not want to be singled out as spokespersons for their race. They also reported they were *discouraged* by an instructor who was not listening, ignored the content of their speech, interrupted them, expected them not to be prepared, and expressed surprise when they did well.

• Minority students often experience a clash between the cultures of home and school. Some scholars claim that the pressure to speak in class may put an undue burden on students who are uncomfortable with public speaking for a variety of reasons, some of which may be cultural. For example, some Native Americans may consider class participation "showing off" and believe that one incurs shame by responding incorrectly. Should such beliefs lead to reticence in the classroom, this reticence may be erroneously interpreted as shyness or failure to cooperate. Some students feel that faculty members hold cultural stereotypes about them and therefore do not expect them to participate, set up self-fulfilling prophecies, and do not encourage them to participate.

• While many women of color face numerous challenges, not all do, nor do all have special needs. Nevertheless, professors should be aware of additional stressors and issues which may affect the college experiences of students of color, particularly women.

Copies of *The Chilly Classroom Climate* can be obtained for $20 ($15 for NAWE members) from the National Association for Women in Education, 1325 - 18th Street, NW, Suite 210, Washington, DC 20036-6511.

Bernice Resnick Sandler is a Senior Scholar in Residence with the National Association for Women in Education. She consults regularly with institutions about issues such as the chilly climate and sexual harassment and has given over 2,000 campus presentations.

SEXUAL ASSAULT

FOUR MOREHOUSE STUDENTS SUSPENDED FOR RAPE

Four Morehouse College students, including three members of the basketball team, were suspended for a year for raping a first year student from Spelman College. All of the men were arrested and charged with rape; three of them also were charged with aggravated sodomy.

Morehouse Provost John H. Hoops took a strong public stand against sexual assault and spoke to a college assembly explaining why he suspended the men. He noted specific violations of the college's rules, including the "code of decency." Hoops was quoted in the *Chronicle of Higher Education* (October 18, 1996) as urging Morehouse students to remember that, not only were they their brother's keeper, but also their sister's keeper. "This is especially true of our Spelman sisters," Hoops said, "and it is vitally important for you to be your sister's keeper at times when she is most vulnerable." He also stated that the men (who claimed to

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be innocent of the rape) can reapply to Morehouse should they be found not guilty. The men were initially held in jail without bail.

Morehouse College is all male and Spelman College is all female. The Atlanta, Ga., colleges are across the street from each other.

HAS THE NUMBER OF SEXUAL ASSAULTS DECLINED?

Last fall the U.S. Department of Justice reported a drop in violent crime, including sexual assault. The findings came from the Department's National Crime Victimization Survey. The survey asked 100,000 persons if they were victims of crimes. The survey is considered to be more accurate than the FBI Uniform Crime Report, which collects information on crimes reported to police and other law enforcement officials. Both studies showed a drop in rape; however the decline was not as steep in the FBI report.

The Department of Justice report shows that rape declined from over 600,000 incidents in 1992 (a rate of 2.9 percent) to over 350,000 in 1995 (a rate of 1.6 percent). The FBI reported a 12.3 percent drop in the number of rapes reported.

Some groups working with assault victims questioned the accuracy of the figures, noting that rape crisis centers are as busy as ever. For example, the majority of the 606 crisis centers affiliated with the Rape, Abuse and Incest National Network have shown an increased demand for services in the past year.

A separate survey by the Department of Justice showed that between 1988 and 1992 (the most recent statistics) the number of persons sentenced to prison for rape declined by one percent, and the average prison term dropped from 183 months in 1988 to 164 months in 1992.

COLLEGE CITED FOR VIOLATING CRIME-REPORTING LAW

Morehead State University, Ky., is the first institution to be cited by the U.S. Department of Education for violating the Campus Security Act of 1990. The act requires colleges and universities to report campus crime statistics and make their annual crime reports public.

Although penalties, such as the loss of federal funds, can theoretically be imposed, the Department did not impose sanctions and gave Morehead 30 days to comply. The Department has not routinely been checking campus data for accuracy. However, in September 1996, the U.S. House of Representatives passed a resolution urging the Department to enforce the law, and two Republican Representatives had urged Education Secretary Richard W. Riley to increase campus monitoring of crime data.

The citation against the state university was prompted by a complaint from former Morehead student, Margaret Jakobson. U.S. officials found that the university's statistics were inaccurate, relied on estimates provided by the local police department, and did not include crimes that occurred on property contiguous to the campus or on properties owned or controlled by the university. Additionally, students and faculty were not told, as required, that an annual report containing crime data was available.

A similar charge against Virginia Polytechnic Institute and State University was filed by attorney Eileen Wagner on behalf of a former student who charged two football players with raping her.

PLAYER ARRESTS SPUR SAFETY CONCERNS

Over 100 students met with Clemson University Coach Tommy West after two alleged gang rapes in 1996 and nine arrests of football players between February and September of 1996.

When student senator Hannah Parker asked West "What can you do to guarantee my safety?" West shook his head and said he could do nothing. Parker stated, "I don't feel safe with the football program here."

Despite a recent drop in juvenile crimes, many believe that the situation will get worse. As Chris Eskridge, a University of Nebraska criminologist put it, "We're in a lull. There is a predatory group that is coming down the pipeline. These are the 'good ole' days."

WOMEN SETTLE ASSAULT SUIT AGAINST FOOTBALL PLAYER

Remember Lawrence Phillips, the football player at the University of Nebraska who beat up his ex-girlfriend, basketball player Kate McEwen? Phillips pleaded no contest to misdemeanor trespass and assault charges and was suspended for six games.

McEwen sued Phillips in federal court, asking for unspecified damages for sexual assault, battery, kidnaping, assault, false imprisonment, emotional distress, and violation of her rights. The case was recently settled, although terms of the settlement were not disclosed. The judge allowed lawyers to black out the more sensational aspects of the case, but also severely criticized the University of Nebraska, stating that its handling of the case warranted "substantial investigation."

Phillips is now a running back for the Los Angeles Rams.

VIOLENCE BY COLLEGE FOOTBALL PLAYERS RISES

Violent crime, including sexual assault, is no longer a rarity among college football players. Consider this: The University of Nebraska team has had 23 arrests since 1990; the University of Miami has had 36 arrests since 1991 involving 25 players; Virginia Tech has had seven players charged since November 1995, with 15 more accused of beating a fellow athlete last September; Clemson had 12 players charged between July 1995 and September 1996. These figures were compiled by Ken Rodriguez, a sports writer who wrote a comprehensive article published on September 15, 1996 by the *Miami Herald*.

In his article Rodriguez found that many coaches look the other way when football players are involved in crimes, including sexual assault. In most instances, he noted, it is the coach who decides if players charged with criminal activity are recruited and how athletes charged after they join a team are disciplined. Thus there is wide disparity in the way football players are disciplined, with many coaches showing leniency so that players can continue to play. Few players are suspended or dropped from the team. Rodriguez notes, for example, that Nebraska University football Coach Tom Osborne, who gave player Lawrence Phillips a third chance after he beat up his ex-girlfriend (see article on page 12), also failed to suspend defensive lineman Christian Peter, who was charged multiple times for violence against women and was convicted in 1993 for misdemeanor sexual assault.

NEW LAW RAISES PENALTIES FOR DATE-RAPE DRUG

Rohypnol, known as "roofies," has been blamed for date rapes on college campuses. Some men have been slipping the drug into women's drinks and then raping them. The drug is 10 to 20 times stronger than Valium and is odorless and tasteless when mixed in an alcoholic or non-alcoholic beverage. Victims experience a haze-like condition that eventually knocks them out and leaves them with little memory of what happened.

The drug has been banned in the United States and, since March 1996, cannot be imported. A new law signed by President Clinton in October 1996 increases the penalty for use of roofies by making it a felony to use the drug for date rape, punishable by a fine up to $250,000. Using drugs in a rape is already punishable by life in prison; the new law can add up to 20 years to the sentence, making parole unlikely.

AVAILABLE: PENN BOOKLET ON DATING VIOLENCE

About 20 percent of women experience violence while dating in college. It may be an act or threat of physical violence, verbal assaults or emotional abuse. Acquaintance rape may also be a form of dating violence.

The Women's Center at the University of Pennsylvania has developed one of the few campus resources to help students with this issue. *When Love Hurts: Dating Violence Resource Manual* describes dating and violence myths and the cycle of violence in relationships; gives examples of violence and abuse; includes questions to assess whether a relationship is violent, what to do if it is, and how to assess if one is an abuser; tells what to do if a friend is in an abusive relationship; and provides a list of campus and local resources.

For information about the booklet, contact Elena M. DiLapi, Penn Women's Center, University of Pennsylvania, 119 Houston Hall, 3417 Spruce Street, Phil., Pa. 19105-6306.

The Center has also developed a flyer, *Ten Facts You Should Know About Roofies, The Date Rape Drug*. The flyer describes the danger of the drug Rohypnol. (See previous article.)

NEW RESOURCE ON VIOLENCE AGAINST WOMEN

A new resource packet on violence against women offers up-to-date information about numerous issues, such as family violence conferences, civil protection orders, training programs and anti-stalking measures. The *Violence Against Women* resource package contains about 25 articles. Although not all of the articles are relevant to campuses (such as those focusing on child abuse), a number of them are helpful. Most useful is information about stalking legislation, criminal justice and community responses to rape, estimates of the incidence of violence against women, the Violence Against Women Act of 1994, and a referral list.

The resource packet (#153857) was prepared by the National Criminal Justice Reference Service (NCJRS). It costs $32 and can be obtained from NCJRS, P.O. Box 6000, Rockville, Md. 20850.

RESOURCES

PUTTING RACE, GENDER AND CLASS TOGETHER

Race, Gender and Class, An Interdisciplinary Multicultural Journal examines intersections of race, gender and class. Among the areas to be covered in future issues are working class academics, African Americans, Latinas and Latinos, Asian Americans, environment issues, and biogenetics.

Subscriptions (three issues per year) are $12 for individuals and $24 for institutions. For further information on back issues on Canada and Native Americans or the forthcoming issue on South Africa, contact Jean Ait Amber Belkhir, Editor, Michael Harrington Center, Queens College, CUNY, Flushing, N.Y. 11367. Phone: (718) 997-3070.

PROCEEDINGS OF U.N. CONFERENCE AVAILABLE

A collection of over 70 papers delivered in the plenary sessions of the Non-Governmental Organizations Forum at the 1995 United Nations conference in Huairou, China is now available in book form. The book is divided into three sections: Overview of Global Forces, Strategies and Mechanisms, and Accountability and Action. Included are speeches by women activists, scholars and others, including the address by Hilary Rodham Clinton.

The paperback book costs $8.95 plus $1.79 for shipping. It is available from Women, Ink., 777 United Nations Plaza, New York, N.Y. 10017. A free copy of their catalogue also is available.

WOMEN IN ENGINEERING CONFERENCE PROCEEDINGS

For a broad overview of topics and strategies related to women in engineering, check out *Women in Engineering Conference: Capitalizing on Today's Challenges, June 1-4, 1996, Conference Proceedings*. The conference, sponsored by the Women in Engineering Program Advocates Network (WEPAN), contains short summaries (most are 3-5 pages) of presentations given at the conference, including the plenary sessions.

Among the subjects covered are institutional transformation, navigating career and family paths, using resources, international programs, communication and conflict in the workplace, perspectives of female executive scientists and engineers, perspectives of female students, retention programs that work, curriculum reform, and K-12 outreach programs.

The 423-page book costs $20 for members, $35 for nonmembers, and is available from WEPAN Member Services, 1284 CIVL Building, Room G293, Purdue University, West Lafayette, Ind. 47907-1284.

WEPAN also publishes other resource materials about women in engineering and science. *College Classroom Climate Resources*, although focused on women students in engineering and science, will be of help to those concerned about the chilly classroom climate. The 32-page booklet lists research studies about students, faculty and administrators; support programs and special opportunities; evaluation instruments relating to students, faculty and administrators; dissemination materials useful for orientation of students, staff and faculty; training/learning materials and special opportunities; funding resources from government agencies, industrial corporations, professional organizations, one's own institution, and private foundations; and general resources, including articles, books, conference proceedings, journals, newsletters and reports. The resource lists, while not comprehensive, give the reader a good start on understanding and dealing with the chilly classroom climate. Published in 1994, *Resources* is available from WEPAN for $10 for members, $15 for nonmembers.

MENTORING RESOURCES FOR WOMEN ENGINEERS

The Women in Engineering Initiative at the University of Washington, in collaboration with WEPAN, has developed a transferable training curriculum to instruct students, faculty and professionals on how to be mentors and mentees. The curriculum covers the basics of mentoring, such as initiating the relationship, establishing responsibilities and expectations, conversation topics, potential pitfalls, and special concerns facing women and minorities seeking mentoring.

An administrator's guide gives step-by-step procedures for determin-

ing the kind of training sessions to offer, selecting a training facilitator, presenting the mentoring curriculum and evaluating the program. The packet includes: The Administrator's Guide, The Student Mentee Handbook, The Faculty Mentor Handbook, The Professional Mentor Handbook, and a training video.

Training and evaluation of the materials will take place over the next two years. The *Training Mentors and Mentees Curriculum* will be available from WEPAN in 1998. For information, contact Suzanne G. Brainard, Director of Women in Engineering, University of Washington, Box 352135, Seattle, Wash. 98195. E-mail: *Brainard@u.washington.edu*, or phone at (206) 543-4810.

BOOK PROVIDES RESOURCES ON WOMEN IN ASIA

Search for Equality is a compendium of bibliographic resources, research organizations, university-based programs and activist groups concerned about women in Asia. Socioeconomic data also is included. The book is aimed at scholars and activists, students, and others interested in gender and women issues.

Published by the Committee on Women's Studies in Asia, the book is available from the United Board for Christian Higher Education in Asia, 475 Riverside Drive, Room 1221, New York, N.Y. 10115. It costs $9.95.

THE AMERICAN WOMAN 1996-97

The American Woman 1996-97, prepared by the Women's Research and Education Institute (WREI), is the sixth volume in the *American Woman* series of reports documenting the current economic, social, and political status of American women. The focus of this volume is women in the workplace. Edited by Cynthia Costello and Barbara Kivimaw Krimgold, the book covers issues such as affirmative action; work and family; welfare, work and single mothers; and pension and retirement planning. It includes over 100 figures and tables documenting these areas as well as information on demographics, education, health, women in the military, and elections.

The 409-page paperback book costs $14.95 and is published by W.W. Norton.

NEW ADDRESS FOR WEEA EQUITY RESOURCE CENTER

For many years the WEEA Equity Resource Center has served persons looking for materials to foster educational equity at all levels. The Center distributes materials developed under the Women's Educational Equity Act (WEEA). The new mailing address is EDC, P.O. Box 1020, Sewickley, PA 15143-1020. Phone: (800) 793-5076. Fax: (412) 741-0609.

For catalogues and digests contact WEEA/EDC, 55 Chapel Street, Newton, Mass. 02158. Phone: (800) 225-3088.

CHECK THESE NEW ELECTRONIC RESOURCES

For the latest in electronic resources about women see the seven-page list printed in the Spring/Summer 1996 issue of *Feminist Collections, A Quarterly of Women's Studies Resources* (Vol. 17, Nos. 3-4). The list includes e-mail lists, world wide web sites, electronic journals and magazines, and other resources.

Feminist Collections is available from Women's Studies Librarian, University of Wisconsin System, 430 Memorial Library, 728 State Street, Madison, Wis. 53706. It is part of a subscription service that includes *Feminist Periodicals* and *New Books on Women and Feminism*.

The Fall 1996 newsletter of the Women in Engineering Program Advocates Network (WEPAN) lists several additional electronic resources:

Information about the Internet: "Women-on-line" is a women-only mailing list to help women who have questions about the Internet, including e-mail, gopher and Unix commands. Among its discussion topics are gender and sexism on the Internet. Contact list owner Amy T. Goodloe at her e-mail address:

STILL TIME TO GET READY FOR WOMEN'S HISTORY MONTH!

March is National Women's History Month, and many colleges and universities celebrate the occasion. Resource materials, such as books, posters, photos, videos, calendars and other materials about women's past and recent history are available from the Women's History Project, 7738 Bell Road, Windsor, CA 95492. Phone: (707) 838-6000.

Their web site at **http://www.nwh.org** describes the National Women's History Project and provides links to other women's history sites. Materials cover a wide range of information about women in history, including many unknown women of all races and ethnicity.

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owner-women-online@netcom.

Information about Chicana and Latina issues: Send a subscription message to: *LISTPROC@LMRINET.GSE.UCSB.EDU*

Information about women's health: The Office of Research on Women's Health (ORWH) at the National Institutes of Health provides a variety of resources on women's health, including fact sheets, seminars, other events, research, and career development opportunities. The ORWH also announces meetings about women's health issues. For information about the ORWH news conference on the Internet contact Joyce Rudnick, ORWH, NIH, 9000 Rockville Pike, Building 1, Room 201, Bethesda, Md. 20892-0161, or call (301) 402-1770.

Information about research on gender, science, technology and engineering: To subscribe, send to *MAILBASE@MAILBASE.AC.UK* the following subscription message: join GENDER-SET [space] <*your first name*> [space] <*your last name*> [space] <*your e-mail address*>.

Information about and for women in technology: The International Network of Women in Technology (WITI) has launched a "virtual campus" on the Web. The address is **http://www.witi.com/**. For information contact Carolyn Leighton, founding executive director of WITI, at her e-mail address: *Carolyn@witi.com.*

Information about international efforts concerning women in gender, science and development: The Gender, Science and Development Programme (GSD) is part of the International Federation of Institutes for Advanced Study. The GSD conducts policy research and advocacy programs. It also coordinates the Women in Global Science and Technology network (WIGSAT), comprised of groups and individuals involved in international gender, science and technology issues. Its web site is **http://www.ifias.ca/gsd/gsdinfo.html**. For additional information contact Sophia Huyer, Gender, Science and Development Programme, IFIAS, 39 Spadina Road, Toronto M5R 2S9, Canada. Huyer's e-mail address is: *shuyer@ifias.ca.*

Abstracts of literature about women and minorities in engineering education: web browsers can review the abstracts at **http://web.mit.edu/ethics/www/ecsel/abstracts/**

Information about WEPAN: WEPAN's home page is at **http://web.mit.edu/wepan/www/**

For further information about WEPAN, contact Suzanne Brainard, Women in Engineering Initiative, University of Washington, Box 352135, Seattle, Wash. 98195-2135.

GETTING MORE WOMEN INTO INTERNATIONAL SCHOLARSHIP PROGRAMS

Why are there fewer women than men in overseas scholarship programs and what can we do to change that? The Institute for International Education (IIE) has published two new books and a booklet to help answer these questions and to help women from developing countries secure training abroad. The materials, supported by the Ford Foundation, are the culmination of a three-year project aimed at increasing female participation in international programs. Institutions with international programs may find the following publications helpful:

- *Increasing Women's Participation In International Scholarship Programs: An Analysis Of Nine Case Studies* examines why some programs are more successful than others in attracting and retaining women candidates, particularly women from developing countries who study in developed countries. Written by Rona Kluger, the 101-page book costs $8 plus shipping.
- *Funding for U.S. Study*, IIE's directory of worldwide funding resources for study and professional training in the U.S., includes a new index identifying funding opportunities that target or encourage women candidates. The 462-page book costs $39.95 plus shipping.
- *Study Abroad: You Can Get There From Here* is a new 32-page handbook offering practical advice for women (and men) applying for international scholarship programs. The handbook tells how to write and complete applications, prepare for interviews, find information, and overcome barriers and culture shock. Limited Copies are available from IIE Books.

Copies of the publications are being distributed through the network of International Centers for Research on Women and through overseas advising centers. They can be ordered from IIE Books, P.O. Box 371, Annapolis Junction, Md. 20701-0371. Phone: (800) 445-0443.

NEW VIDEO RESOURCE

Backlash to Change: Moving Beyond Resistance, a new video, describes the backlash against efforts to improve the status of women, people of color, gay and disabled persons. The video would be appropriate for use with classes as well as

community groups. Among the issues discussed are academic freedom, bad press, "political correctness" and reverse discrimination, and tactics used by those who oppose change. Opposition takes the form of denying the need for change; attacking the messenger by isolation, marginalization, discounting, discrediting, frightening or threatening; resistance through inaction and sabotage; and dismantling the changes that have occurred.

Using the voices of men and women who are university professors, students and staff, as well as a college president and others who are involved in these issues, the video is a good discussion tool. It concludes with strategies for moving beyond resistance. A short discussion guide accompanies the video.

The 33-minute video was funded by Canadian groups, including the Provincial Anti-Harassment and Discrimination Projects Coordinating Committee (sponsored by the Ontario Council of Regents of Colleges and the Ontario Council of University Affairs), various groups from the University of Western Ontario, the Ontario provincial government, and the government of Canada. Although the video was produced for Canadian audiences, it is equally appropriate for the United States.

The video costs $350 (U.S.). A second video directed to First Nations people also costs $350.

Both videos are available for $450. For information, contact Department of Equity Services, University of Western Ontario, Room 295 Stevenson-Lawson Building, London, Ontario, Canada N6A 5B8. Phone: (519) 661-3334.

INITIATIVES

Journal of the National Association for Women in Education

Sexual Harassment on Campus
Persistent Themes/Practical Responses

In 1983, NAWE published the first issue of a journal devoted exclusively to the then-emerging topic of sexual harassment on campus. This ground-breaking issue was followed by a two-volume update on harassment at the end of the 1980s.

Now, in a mid-1990s update, *Initiatives* once again revisits harassment—the campus issue that will not go away. The articles in this special two-part focus have been chosen to show clearly how the discussion of harassment-related issues has at the same time broadened and achieved more precise focus.

Part I: Initiatives Volume 57(2)

- The "Discovery"and Evolution of Sexual Harassment as an Education Issue *Suzanne Rice*
- Sexual Harassment: Why Men Don't Understand It *Tom Landis-Schiff*
- Understanding the Characteristics of the Sexual Harasser *Melora Sundt*
- Subculture Roleover: The Anatomy of a Hostile Environment *Jaclyn Svoboda and Richard W. Crockett*
- Handling the Confidential Student Complaint of Faculty Sexual Harassment *Barbara Guthrie-Morse*
- "That's the Way the World Really Goes": Sexual Harassment and New Jersey Teenagers *Mary Trigg and Kim Wittenstrom*
- Handling Sexual Harassment Complaints Informally: One School's Experience *Joan L. Marshall*

Part II: Initiatives Volume 57(3)

- From the Margins to the Mainstream: Sexual Harassment in K-12 Schools *Nan D. Stein*
- Raising Expectations: Institutional Responsibility and the Issue of Sexual Harassment *Lesley A. Diehl*
- Sexual Harassment in Academia: Individual Differences in Student Reporting Behaviors *Linda J. Rubin*
- Visually Hostile Environments as Sexual Harassment *Ann Hasenpflug*
- Dealing with the "Sexual" in Sexual Harassment *Helen Remick and Angela B. Ginorio*
- Changing Legal Aspects of Sexual Assault and Harassment: Implications for Practice *Sophie W. Penney*
- Reviews of resources

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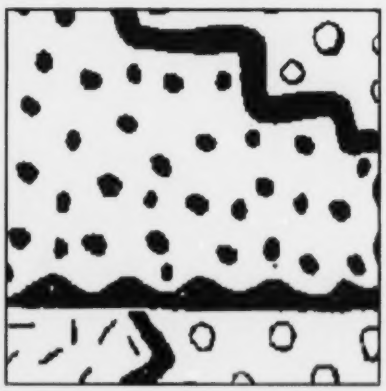

ACE OFFICE OF WOMEN IN HIGHER EDUCATION

CELEBRATION!

The Executive Board of the ACE/N.I.P. National Network of Women Leaders invites you to join with them in celebrating the twentieth anniversary of the National Identification Program and in recognizing the extraordinary leadership of Donna Shavlik and Judy Touchton of the Office of Women in Higher Education, who have guided the program for as many years.

As many readers know, the National Identification Program (N.I.P.) has as its *raison d'etre* the advancement of women in higher education, with a specific goal of increasing the number of women who hold senior-level positions in colleges, universities and educational organizations across the country. Spearheading this movement is a network of 50 state organizations, which have taken the lead in identifying and promoting women to the highest levels of higher education administration. These women, intentionally diverse in race ethnicity, are individually encouraged and supported in their quests for professional advancement and fulfillment.

The national network that has evolved was not part of the original concept. The founders—Donna Shavlik, Emily Taylor, and members of the newly reconstituted ACE Commission on Women—in their unwillingness to accept the paucity of women in leadership roles, were determined to find a way to challenge and change the pattern. So it was that in 1976 these and other women talked in formal meetings, informal gatherings, and over tea and coffee about what could be done to help women advance. The result of these conversations was a strategy to *identify* women ready for greater leadership and make them *visible* to those in a position to hire them. Donna Shavlik then drafted a proposal to the Carnegie Corporation; Emily Taylor added her wisdom to it; Sara Engelhardt at Carnegie gave it her blessing; and, in December, the OWHE received its first foundation grant to support the newly named National Identification Program for the Advancement of Women in Higher Education Administration. When Judy Touchton joined the OWHE staff early the next year, the seeds of the network were beginning to be sown and the state N.I.P. organizations that sprang from those seeds now flourish across the country.

Those of us who are babyboomers remember the days of unrest when women were rarely found occupying the offices of college presidents and provosts, and when issues dealing with these inequities began to surface. In those early days, the energy generated for the cause of gender equity was palpable on campuses. Women began to come together in college seminar rooms to share their frustrations and develop strategies for change. They were days of hope, excitement and risk-taking. Campus attention was focused on those who gathered, and people were asking, Who are these women? What do they want? and, how dare they!

The twentieth anniversary celebration will be kicked off at the annual ACE/N.I.P. Network leaders meeting, which has been scheduled in conjunction with the ACE annual meeting in February. As with most such celebrations, friends and members of the N.I.P. Network and the OWHE will pause to reflect upon the past two decades, reminisce about lessons learned, and take pride in what has been accomplished for women in higher education. Yes, much has been accomplished in these 20 years.

However, in quiet, less public moments, those most closely associated with the N.I.P. and the OWHE acknowledge that the need for such an advocacy network continues to be great. There seems to be a disquieting sense, expressed by the upcoming generation, that the mission has been accomplished, and from many public constituencies that the issue no longer is of interest. A collective voice, growing ever louder, is calling for us to move on to new issues and concerns. Yet, as most women administrators from the baby-boom generation are quick to point out, we have not yet achieved the mission of equity and advancement for women, especially women of color. It is not yet time to dismantle the network.

So join with us in celebrating the twentieth anniversary of the National Identification Program, and share our pride in what we have accomplished, as well as our vision of the challenges remaining before us.

Notes prepared by Dr. Carol A. Mason, Provost and Vice President for Academic Affairs, Marcy College, Dobbs Ferry, NY.

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FEBRUARY 26 THROUGH FEBRUARY 28, 1997
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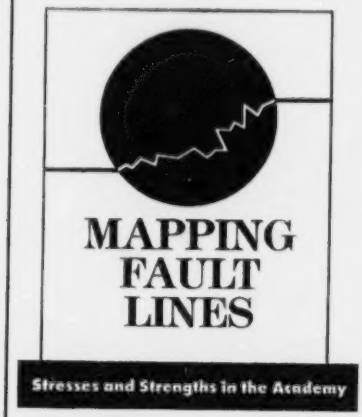

The city of San Francisco provides a fitting setting for an examination of higher education's fractures and unsettled ground. Fault lines cut across not only the geographical region, but the educational landscape as well. During the past decade, social, political, and economic tremors, felt first in California, have rumbled through the country, jarring our assumptions, sometimes dividing us, and frequently creating new vistas. This instability prompts us to attend to shifts around educational missions, narrowing opportunities, fractures in campus communities, politicized curricula, technology that is at once baffling and empowering, and public perceptions of the work of the academy.

NAWE claims a legacy of courage from the Deans of Women who were its founders. These extraordinary women, most of whom were the only female administrators on their campuses, did not shy away from difficult challenges, they thrived on them. Today, our members come from every corner of campus life and the greater higher education community, yet our strength is needed more than ever to enhance the viability, visibility, and voices of women in higher education.

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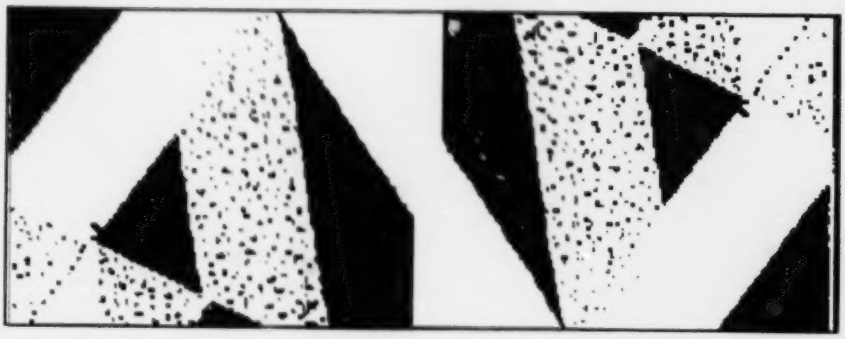

ABOUT WOMEN ON CAMPUS

SPRING 1997 • VOLUME 6 • NUMBER 2

"TOO STRONG FOR A WOMAN" THE FIVE WORDS THAT CREATED TITLE IX

This year, 1997, marks the 25th anniversary of Title IX, the law that made it possible for women and girls to achieve a greater measure of equity than ever before. How Title IX came to be is the subject of the following article by Bernice Resnick Sandler, who recounts her role in the development and passage of the law

by Bernice R. Sandler

The year was 1969. I had been teaching part time at the University of Maryland for several years during the time I worked on my doctorate and shortly after I finished it. There were seven openings in the department and I had just asked a faculty member, a friend of mine, why I was not considered for any of the openings. It was not my qualifications; they were excellent. "But let's face it," he said, "You come on *too strong for a woman.*"

My reaction? I went home and cried. I had no idea that this rejection would not only change my life, but the lives of millions of women and girls because it led ultimately to the passage of Title IX, the law that prohibits sex discrimination in educational institutions receiving federal dollars. Instead, I bemoaned the fact that I had spoken out at staff meetings with suggestions for improving procedures. I lamented the times that I had discussed teaching and professional issues with faculty members. I regretted my participation in classes as a graduate student. In short, I accepted the assessment that I was "too strong for a woman."

It was my then husband who helped me understand what the words "too strong *for a woman*" meant. He correctly labeled the department's behavior as "sex discrimination," a label that started me thinking. Was this really a question of my being "too strong"? After all there were many strong men in the department. Yet the label of "sex discrimination" was a new one for me, and I was not ready to apply it to my not getting the position at Maryland. Like many women at that time, I was somewhat ambivalent about the women's movement and halfway believed the press descriptions of its supporters as "abrasive," "man-hating," "radical," and "unfeminine." Surely I was not like that.

In the next few months I had two more similar rejections. A research executive who interviewed me for a position spent nearly an hour explaining why he wouldn't hire women: because they stayed at home when

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National Association for Women in Education

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The National Association for Women in Education is an independent nonprofit professional organization dedicated to the education and professional and personal development of women and girls. An important force in American education for more than 80 years, the Association is at a crossroads, serving new populations, expanding its services, and developing new and innovative programs to meet the ever-changing needs of women in education.

The mission of the National Association for Women in Education is to address issues in higher education, with particular attention to the interests, scholarship, and advancement of women educators and students. In a supportive, diverse organizational environment for educators from a broad range of specialties, NAWE develops leaders for today and tomorrow.

their children were sick. (That my children were in high school was deemed irrelevant.) Then an employment agency counselor looked at my resume and told me I was "Not really a professional," but "just a housewife who went back to school."

Although, in retrospect, I would later discover other instances of sex discrimination in my life, at that point I had not consciously noticed it. Yet here were three incidents within a short period which I could not rationalize away. I began to think about the ramifications of discrimination and the burgeoning women's movement and to explore how the law treated sex discrimination. Knowing that sex discrimination was immoral, I assumed it also would be illegal.

But this *was* 1969. Although sex discrimination was indeed illegal in certain circumstances, I quickly discovered that *none* of the laws prohibiting discrimination covered sex discrimination in *education*. Title VII of the Civil Rights Act, which prohibited discrimination in employment on the basis of race, color, religion, national origin and sex, excluded "educational institutions in their educational activities," meaning faculty and administrators were exempt. Title VI of the same act prohibited discrimination on the basis of race, color and national origin in federally assisted programs, but did not cover sex discrimination. Thus, students were not protected against sex discrimination. The Equal Pay Act prohibited discrimination in salaries on the basis of sex, but exempted all professional and administrative employees, including faculty. The Fourteenth Amendment to the Constitution assures all persons "equal protection of the laws," but at that time no case involving discrimination against women in education had ever been decided in favor of women by the Supreme Court.

I began to read more about the civil rights movement to see what Blacks had done to break down segregated school systems and employment discrimination, with the hope of learning what might be applicable to women's issues. The breakthrough occurred when I was reading a report of the U.S. Commission on Civil Rights, which examined the impact of antidiscrimination laws on race discrimination. The report described a presidential Executive Order prohibiting federal contractors from discrimination in employment on the basis of race, color, religion and national origin. There was a footnote, and being an academic, I quickly turned to the back of the report to read it. It stated that Executive Order 11246 had been amended by President Johnson, effective October 13, 1968, to include discrimination based on sex.

Even though I was alone, I shrieked with my discovery. I had made the connection that, since most universities and colleges had federal contracts, they were forbidden from discriminating in employment on the basis of sex. Yes, there was a legal route to combat sex discrimination, even though few people knew it at the time.

I called the Office of Federal Contract Compliance at the Department of Labor to be certain that sex discrimination was covered by the Executive Order. I was immediately connected to the Director, Vincent Macaluso, who had been waiting for someone to use the Executive Order in regard to sex discrimination. We met, and together we planned the first complaint against universities and colleges, and the strategies to bring about enforcement of the Executive Order.

Two months later, under the auspices of the Women's Equity Action League (WEAL), I began what was

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soon to become a national campaign to end discrimination in education, which eventually culminated in the passage of Title IX. On January 31, 1970 WEAL filed an historic class action complaint against all universities and colleges in the country, with specific charges against the University of Maryland. The charges were filed with the U.S. Department of Labor under Executive Order 11246, as amended, and asked for an immediate compliance review of all institutions holding federal contracts. Because these were administrative charges filed with a federal agency, rather than a lawsuit filed in court, it was not necessary to be an attorney; anyone could file a charge. There were no forms to be filled out. Individuals did not need to be named; the charges were filed on behalf of all women in higher education. Thus, the complaint did not name me or describe the incident in which I was involved.

Until that time the Executive Order had been used almost exclusively in cases concerning blue-collar workers, and although the Order had covered sex discrimination since October 1968, there had been virtually no enforcement by the government until WEAL began its campaign.

The WEAL complaint charged "an industry-wide pattern" of discrimination against women in the academic community and asked for an investigation of admission quotas, financial assistance, hiring practices, promotions, and salary differentials.

At Macaluso's advice, I put together about 80 pages of documentation to accompany the complaint. I included some articles and the limited data available, including a study of women faculty at the University of Chicago written by Jo Freeman, then a graduate student in sociology; and a study of women faculty at Columbia University by the Columbia Women's Liberation group. I also included similar data I had gathered at the University of Maryland, posing as a researcher. I underlined key passages in the documentation with a thick pen to catch the attention of anyone leafing through the materials.

With the help of a friend at the Ford Foundation, 200 copies of the 80-page complaint were photocopied and sent to the press and others. Macaluso had suggested that copies of the complaint and appendix also be sent to selected members of Congress, along with a handwritten note requesting that they write the Secretary of Labor asking him to enforce his own regulations governing the Executive Order, investigate educational institutions holding federal contracts to ensure that there was no sex discrimination, and keep the member informed of the progress of the investigations. Within a few weeks, more than 20 members of Congress had contacted the Secretary of Labor.

> The pattern was clear: the higher the rank, the fewer the women.

In the next few months, the limited press coverage about WEAL's filing began to electrify women throughout the academic community, particularly when they realized I could file charges against their institution without naming them. Many women faculty contacted me, sometimes with personal stories of discrimination, but almost always with a concern about the general problem of discrimination at their institutions. In order for me to file against their institution under the Executive Order, I would ask the women to gather information, especially about the number and rank of men as compared to women in a few selected departments. I then compared this information to data about the "availability of women," usually the number and percentage of women doctorates in those fields. The result was striking: many departments had no women at all, even though women often obtained as many as 25 percent of the doctorates in those fields. The pattern was clear: the higher the rank, the fewer the women. The more prestigious the field, department, or institution, the fewer the women. At the administrative ranks, women were a rarity; at that time even many women's colleges were headed by men. I used to quip that, were it not for the Catholic sisters who headed their own women's colleges, the number of whooping cranes would exceed the number of women who were college presidents.

With the exception of the first charge, which was filed by the President of WEAL, I filed the others as chair of WEAL's Action Committee for Federal Contract Compliance in Education. (I was the entire committee.) During the next two years, I filed charges against approximately 250 institutions. Another 100 or so were filed by other individuals and organizations, such as the National Organization for Women (NOW). Among the institutions charged by WEAL were the University of Wisconsin, the University of Minnesota, Columbia University, the University of Chicago, and the entire state university and college systems of California, New Jersey and Florida.

But simply filing charges would not be enough to get the federal government to begin enforcing the Executive Order. As women provided me with information and I filed against their

institutions, I asked them to write their representatives in the House and Senate, and encourage others to do the same. The women were to ask their representatives to contact the Secretary of Labor and the Secretary of Health, Education and Welfare (HEW), requesting that they enforce the Executive Order and keep the congressperson informed about the investigations. In addition to putting congressional pressure on the two Departments, the letterwriting campaign was aimed at sensitizing Congressional staff about sex discrimination in education. At one point we generated so much mail that HEW had to assign a full-time person only to handle Congressional mail. More than 300 letters from members of Congress were received by the Department of Labor in a short period of time.

On March 9, 1970, Rep. Martha Griffiths (MI) who was on WEAL's national advisory board, gave the first speech in the U.S. Congress on discrimination against women in education, based in large measure on the data I gave her. She criticized the government for not enforcing its own regulations with regard to sex discrimination in universities and colleges. Her speech, the barrage of Congressional letters to the Secretaries of Labor and HEW, and the numerous meetings women's organizations such as WEAL and NOW had with the Departments paid off. Three weeks later, the first contract compliance investigation involving sex discrimination began at Harvard University. In June 1970, the Department of Labor issued its long awaited Sex Discrimination Guidelines for federal contractors, and HEW issued a memorandum to all field personnel requiring them to routinely include sex discrimination in all contract compliance investigations. HEW also hired its first female compliance investigator.

But something else was happening in the months following the initial complaints. Rep. Edith Green (OR) (also a member of WEAL's national advisory board) had long been aware of sex discrimination in higher education, and the lack of coverage by civil rights laws. As chair of the subcommittee that dealt with higher education, she was in a unique position to shape new legislation. Rep. Green had been urged to hold hearings by Phineas Indritz, a Congressional staff member who "dabbled" in civil rights issues, but she was hesitant to do so because there was little data available and apparently no constituency on whom she could count to testify.

It was a time when there were no books and only a few articles that addressed the issue of discrimination against women in education. No conferences had been held to examine the issue. There was little research or data and barely a handful of women's studies courses. There were no campus commissions on the status of women, and only a few institutions had even begun to examine the status of women on their campuses. Women's caucuses in the disciplinary organizations were just beginning to develop. The issue of sex discrimination in education was so new that I received many letters from women and men asking me if it was true that such discrimination existed and, if so, would I send them proof.

With all of the WEAL filings I sent to her, Rep. Green now had information about sex discrimination in higher education. Because I knew almost everyone actively working to end discrimination in education, I was able to provide Rep. Green with a list of people who could testify and provide the information needed to justify new legislation to prohibit sex discrimination. She agreed to draft legislation and hold hearings.

The first Congressional hearings on the education and employment of women were held by Rep. Green in June and July of 1970. This was the official beginning of the bill that eventually became Title IX. The original bill, part of a larger measure on higher education, proposed to amend Title VII of the Civil Rights Act to cover employees in educational institutions, Title VI to cover sex discrimination in federally assisted programs, and the Equal Pay Act to cover executives, administrators and professionals.

I supplied the names of women (and some men) who would be willing to testify and the names of relevant organizations. I also testified. Because the original bill covered employment in general, there was a wide array of testimony documenting discrimination in employment, the professions, the civil service, want ads, and education. No one from the official world of higher education testified, although they were invited to do so. A representative of the American Council on Education told the Committee counsel that "there was no sex discrimination in higher education," and even if it did exist, it wasn't a "problem." Apparently, Rep. Green's bill was not seen as being of much interest to, or having any major implications for, educational institutions.

There were seven days of hearings. Except for Rep. Green, who was in attendance throughout the hearings, only a few subcommittee members made short, token appearances. Federal officials testified that they supported the aim of the bill, but not the bill "in its present form" — a euphemism for opposition. Women employed in educational institutions across the country testified in support of the bill and provided data. Rep. Shirley Chisholm (NY) (another

WEAL national advisory board member) testified that during her entire political history, her sex had been "a far greater handicap than [her] skin pigmentation." Other African American women and female members of the Congress also testified in support of the bill. Much of the testimony dealt with the employment of women both in and outside of higher education; there was some testimony (but not much) about women students, mainly focusing on admissions and counseling.

When the hearings were finished, I was asked by Rep. Green to join the committee staff to put together the written record of the hearings. (Thus I became the first person ever appointed to the staff of a Congressional committee to work specifically in the area of women's rights.)

The seven days of hearings resulted in a two-volume set of nearly 1300 pages. Because there was so little written about women in employment and education, I appended numerous documents. This appendix material, which represented a sizable portion of information available at the time on women, included 14 studies of women at colleges and universities. As a result, the hearing record became a solid source of information about women for some time to come.

Usually only a few hundred copies of hearings are printed, but Rep. Green received permission to print 6000 copies. She sent copies with a note to every member of Congress. I drew up a list for her to send copies to prominent organizations and individuals in higher education, and the press.

The widespread distribution of the record of the hearings, the charges against institutions and the notes sent to Congress by women all over the country set the stage for support of legislation to end the sex discrimination in education. The hearings probably did more than anything else to make sex discrimination in education a legitimate issue. When administrators or faculty members would deny the existence of sex discrimination in academe, women (and men) could point out that this was not a frivolous issue and Congress itself had held *days* of hearings on this important subject.

The hearings probably did more than anything else to make sex discrimination in higher education a legitimate issue.

Thus the hearings, as well as the continuing filings of charges against institutions under the Executive Order gave women throughout academe hope and courage to become advocates for women and change within their institution. Higher education itself, even before passage of Title IX, began to acknowledge that there was some validity to the issue, and numerous institutions appointed committees to study the problem and develop recommendations for their campuses.

At some point after the hearings, higher education began to recognize that the bill might affect their institutions. Representatives from Harvard, Princeton, Yale and Dartmouth were concerned that they might have to admit women in equal numbers. (The first three institutions had recently admitted women, but had strict quotas restricting their numbers to about 30 percent; Dartmouth was planning to admit women in the near future.) These institutions lobbied successfully for an exemption in the bill for private undergraduate admissions, claiming that different sex ratios were best for learning, and individual institutions knew what the best ratios were. Of course there was no data to support these allegations, but these institutions and their alumni in the Congress were powerful. The amendment stood, although Rep. Green made sure that once students of both sexes were admitted to an institution, there could be no discrimination against them. The amendment also meant that private men's and women's colleges would not be prohibited from remaining single-sex institutions. There was no opposition to this provision. The service academies also were exempted.

The bill was ably managed in the Senate by Sen. Birch Bayh (IN) who was also a member of WEAL's national advisory board. A few people noticed that athletics might be affected by the bill, so there was discussion on the floor of the Senate about whether the bill required educational institutions to allow women to play on football teams. Having inserted that notion into the legislative history, higher education retreated, apparently unaware until much later that Title IX would have a profound impact on athletics, even if women were kept off football teams.

Because colleges and universities had only a rudimentary understanding of the problem of sex discrimination at the time, the higher education community apparently believed it had taken care of what they saw as the major impacts of the bill — undergraduate admissions and football. Higher education did not lobby for or against the bill, and because it was attached to a higher education measure, the elementary and secondary education community also was largely unaware of the bill.

Also unnoticed in Rep. Green's bill was the amendment to the Equal Pay Act, which opened up coverage to administrators, professionals and executives. Because the wording of the bill was artfully crafted by Morag Simchak (a WEAL member at the Department of Labor) — it was phrased as a technical amendment — it was difficult to realize, from a quick reading of the amendment, what it did. As a result, the Department of Labor, which has enforcement responsibility for the Equal Pay Act, was unaware until after passage that its jurisdiction was to be significantly expanded.

As the bill drew close to passage, a group of women (including myself) who represented women's organizations, met with Rep. Green to offer our lobbying services. She informed us that it would be better it we did not lobby because there was no opposition to the bill, and the less that people knew about it, the better its chances were for passage. We were skeptical, but she was absolutely right.

In the spring of 1972, two years after the hearings, a portion of Rep. Green's original bill became law when Title VII of the Civil Rights Act was amended by Congress in a separate action to cover all employees in educational institutions. Initially, Rep. Green had also sought to amend Title VI of the Civil Rights Act (prohibiting discrimination on the basis of race, color and national origin in all federally funded activities) to include sex discrimination. However, at the urging of African-American leaders and others, who were worried that opening Title VI for amendment could weaken its coverage, she proposed a separate and new title, which became Title IX. In its final form, Title IX was identical to Title VI, except that Title IX was restricted to educational activities, contained additional exemptions, and included the amendment to the Equal Pay Act. On June 23, 1972, Title IX of the Education Amendments of 1972 was passed by Congress, and on July 1 was signed into law by President Richard Nixon.

The historic passage of Title IX was hardly noticed. I remember one or two sentences in the Washington papers.

It would be another three years before the regulation for Title IX would be issued, and yet another year before it would take effect. By then, higher education and the country understood that Title IX was going to change the landscape of higher education forever.

The entire WEAL campaign had cost a few hundred dollars in postage and hours and hours of time from women in academe, who patiently and painstakingly gathered and analyzed data about men and women in their institutions, pressed their Representatives and Senators for action, organized together, and became advocates for change. They are the unsung heroes of this story. They took enormous risks. Many did not have tenure and, as a result of their activities, never received it and were lost to the higher education community. Some became lawyers or found other successful careers. A few went on welfare.

It was the words "too strong for a woman" that turned me into a feminist, although I did not know it at the time. I have often wondered what would have happened had I been considered for a position at Maryland. I might still be a part-time faculty member. Title IX, or something like it, eventually would have been enacted, but probably in a weaker version, with more exemptions because of subsequent backlash.

For myself, I had no idea what I was getting into. I had no legal, political or organizing experience and no idea that the political and legal action I began would force open the issue of sex discrimination on campus. I was extraordinarily naive; I believed that if we passed Title IX it would take only a year or two for all inequities based on sex to be eliminated. After two years, I upped my estimate to five years, then to 10, then to 25. I finally realized we were trying to change very strong patterns of behavior and belief, and that would take more than my lifetime to accomplish.

The struggle for educational equity is by no means over, despite the enormous progress that has been made. As women look to the future with greater understanding of the politics of change, their mood is best expressed by a paraphrase of a famous Biblical quotation, written by Mary Chagnon:

And they shall beat their pots and pans into printing presses,
And weave their cloth into protest banners,
Nations of women shall lift up their voices with other women,
Neither shall they accept discrimination anymore.

Because of Title IX, the campus has changed irretrievably, and the world of higher education and, indeed, the nation will never again be the same.

*****

Sandler is a Senior Scholar in Restdence at the National Association for women in Education, where she writes the newsletter *About Women on Campus* and consults with and speaks at educational institutions. She has written extensively about sex discrimination, including sexual harassment, and often serves as an expert witness in cases involving educational institutions, governmental organizations, and businesses.

AROUND THE CAMPUS

STUDENTS ACCUSE MAINE UNIVERSITY OF GENDER BIAS

The student government at the University of Maine, Augusta, has charged the state's university system with gender discrimination under Title IX. In a complaint filed with the U.S. Department of Education, the students charged that the state allocated less money per student at the Augusta campus — $2,170 per full-time student — than at its other campuses. The average expenditure per student in the Maine University system is $6,650.

About 72 percent of the students at the Augusta campus are women, the highest percentage in the state. The Augusta campus is the third largest in the state's seven-institution university system. The president of the student government at Augusta noted that the campus is the only one without a student health center, and lacks a child care center or other program to help students with children. Additionally, although the system average for full-time faculty is 63 percent, the figure is less than 40 percent at the Augusta campus.

FRATERNITY'S REMARKS DRAW PROTESTORS

About 500 students and administrators rallied at North Texas University to protest racist and sexist comments in a fraternity's pledge notebook. The notebook was discovered by the president of the student association in an off-campus parking lot for an apartment building. The Kappa Alpha fraternity notebook described the "likes" and "dislikes" of seven members, included denigrating references to Asians and African-Americans, and described women as "snotty sorority bitches." Although some students demanded that the fraternity be punished, the institution noted that no policies had been violated. Nevertheless it said it planned to reprimand the fraternity for requiring pledges to keep such notebooks and would urge fraternity members to participate in a diversity workshop. The Chancellor called the notebook's comments "regrettable."

MEN'S STUDIES ON THE RISE

On many campuses, college events, courses, forums and workshops are increasingly dealing with a new subject. . . men:

- The University of Michigan conducted a campus symposium on manhood.
- Hobart and William Smith Colleges (NY) have a course called "Theories of Masculinity."
- Long Island University has a Black Men's Forum.
- Albright College (PA) has a workshop called "The Workplace in the 90's: Women Supervisors and Male Workers."
- The University of Illinois trains dormitory counselors to lead student discussions on male roles and identity problems.
- Ohio University has a course called "The Nature of Men."
- Saint John's University (MN) sponsored a program called "King Lear and Fathering," which used the Shakespeare play to encourage discussion about male roles in the family.
- Colorado State University has used theatrical dramas to spark discussions in its workshops on male issues, including date rape and homophobia.

The programs and courses attract women as well as men. There is considerable variety in the way campuses approach the men's studies. Some are theoretical and academic in nature. Others are programs that focus on issues facing young men, such as relationships with women or fears of homosexuality. How the new programs and courses will interact with existing women's programs and courses is far from clear.

THE FUTURE: WOMEN GET MORE DEGREES THAN MEN EXCEPT AT DOCTORAL LEVEL

The increase in women's degrees at colleges and universities is expected to continue. Between 1996 and 2006, women will continue to exceed the number of men receiving degrees at all levels other than at the doctoral level. In two-year colleges, the number of degrees awarded to women is expected to increase from 59 percent to 61.6 percent. At the four-year level, little change is expected; women will continue to receive approximately 55 percent of the degrees awarded. At the master's level there will be a slight increase in women's obtaining degrees, from 51.8 percent to 54 percent.

The largest increase will be at the doctoral level, where the percentage of degrees awarded to women is expected to grow from 37.9 percent (1996) to 49.5 percent by 2006, not quite large enough to reach parity with men. The data comes from the U.S. Department of Education.

SCHOLARSHIPS FOR VICTIMS OF DOMESTIC VIOLENCE

National University (CA) has 25 new one-year scholarships restricted to victims of domestic violence. Each scholarship is worth about $9000 and also provides personal, academic and career counseling. Agencies must verify that an applicant has received counseling or been in a support group. The scholarship commemorates the institution's 25th anniversary.

APPOINTEE SEEKS EQUALITY FOR WOMEN GRAD STUDENTS

Jayne P. London has a unique position in higher education. She may be the first person at the graduate level appointed to focus on ways to ensure that women are treated as "full and equal partners" in every facet of their graduate experience.

London has coordinated a series of student forums at the University of Michigan to assess how well the educational and personal needs of graduate women are being met and has developed programs to encourage graduate students to network with other women graduate students, faculty and alumni. London also is supporting a program to engage women graduate students in discussions about gender issues, in graduate school and in the workplace they soon will enter.

For further information, contact London via e-mail at *JPLONDON@umich.edu*, or phone at (313) 647-6341.

ALSO AT MICHIGAN: POSSIBLE MODEL PROGRAMS?

The University of Michigan has a number of recent programs that may be of interest to other institutions as models:

• **Feminist Practice Program** was organized to facilitate the interdisciplinary study of gender issues in the practice disciplines, including nursing, clinical psychology, law, social work, public health, medicine, business and others.

• **Michigan Initiative for Women's Health**, organized by faculty, staff and students, promotes interdisciplinary research and education in women's health by identifying ongoing research projects, research training and faculty interests at the University.

• **Institute for Research on Women and Gender** promotes basic research, serves as an umbrella for ongoing interdisciplinary efforts on women and gender, provides support for these efforts, and heightens the impact on the national scene of scholarship on women and gender carried out at the University.

• **Residences for Women in Science and Engineering** is a living-learning program for undergraduate women majoring in science and engineering. Occupying one floor of a dormitory, the women attend special sections of classes together and participate in mentoring programs, academic career workshops and study groups. The program plays an important role in building a sense of community, which helps retain women as majors in the sciences and engineering.

WORKING IN ACADEME AND ELSEWHERE

U.C. BERKELEY SETTLES TENURE CASE FOR $100,000

The University of California at Berkeley has agreed to pay Maribeth Graybill more than $100,000 to settle her case against the University. Graybill charged the university with denying her tenure because of her gender and claimed she faced retaliation after complaining about her treatment. Berkeley, which did not admit to discrimination, agreed not to discriminate against tenure candidates on the basis of gender and not to retaliate against anyone who supported Graybill. The federal government will monitor Berkeley for one year.

An art history professor, Graybill later was granted tenure at Swarthmore College.

THE TWO CAREER COUPLE

• **What Happens to Academic Couples?** An examination of two-career couples in academia reveals much of interest:

— Academic men are more likely than academic women to report that

they were married. Of those who reported marriage or a partner, 35 percent of the men and 40 percent of the women indicated that their spouse or partner was an academic.

— Academic women whose spouse or partner was an academic tended to fare better than academic women with non-academic partners. They were more likely to be at a four-year institution, have a higher rank, have published more, and to report less stress from family responsibilities and marital friction.

— Men with academic partners were less likely to be at universities, published less and reported greater stress related to family concerns.

The authors, Helen S. Astin and Jeffrey F. Milem, explain the differential effect of an academic spouse on men and women by noting that women with academic spouses may fare better because they have more access to information and networks through their academic partners. Men with academic partners may be more involved in sharing household tasks and child rearing responsibilities. While this may have a negative effect on men's careers, there may be other potential benefits for men resulting from greater involvement with household and children.

The study, "The Status of Academic Couples in U.S. Institutions" appeared in *AWIS Magazine*, Summer 1996, published by the Association for Women in Science, 1200 New York Avenue, NW, Suite 650, Washington, DC 20005. The issue has five other articles focusing on dual-career couples.

• **Nearby Colleges Advertise Jointly.** Three Pennsylvania colleges have begun to jointly advertise faculty openings, with copy noting that, because of the relative proximity of the three campuses, the positions "may be of particular interest to academic couples." Dickinson, Gettysburg and Franklin and Marshall advertised openings in chemistry, classics, art and other disciplines. Last year Bates, Colby, and Bowdoin similarly advertised openings jointly for 1996-97 vacancies.

• **Working Mothers Still Do Most of the Housework.** Although a working mother's housework has dropped from about 30 hours a week to 20, fathers put in five to ten hours a week, according to Suzanne M. Bianchi and Daphne Spain in their report, *"Women, Work and Family in America."* However, even though the study shows that women still do substantially more work than men, both men and women, when asked, tend to report that the division of labor is fair, a fact that continues to puzzle researchers.

Bianchi is at the University of Maryland; Spain is at the University of Virginia.

• **Full-Time Working Mothers Report Less Stress Than Part-Timers.** A new study by Rosalind Barnett at the Radcliffe Institute at Harvard and Caryl Rivers at Boston University shatters the myth that families are happier if Mom stays at home.

The authors reviewed the research and interviewed 300 dual-career families over a four-year period, talking with both men and women. The researchers found that women who worked fewer than 20 hours per week reported the most stress, perhaps because part-time workers may receive less challenging assignments and part-time mothers may feel responsible for both their jobs and managing what needs to be done at home.

In contrast, the study found that women who work full-time are more likely to share tasks with their spouse or hire someone to help with household tasks.

The authors note that, while the press seems eager to write about women with high-level jobs who abandon their careers to take care of their children, the press is less eager to write about fathers who trade high pressure work or cut back their hours to be with their children. The study, *She Works/He Works*, was supported by the National Institute of Mental Health. Their analysis also found no data showing that children were harmed when both parents worked.

Note: the term "working mothers" as used above refers to mothers working for pay outside the home. In fact, all mothers work, but not all get paid.

MARRIED WOMEN FACULTY: PLEASE GO HOME

About 24 percent of first-year students surveyed in 1996 believe that, "The activities of married women are best confined to the home and family." The statement is part of the annual survey of first-year students conducted by the Higher Education Research Institute at the University of California at Los Angeles.

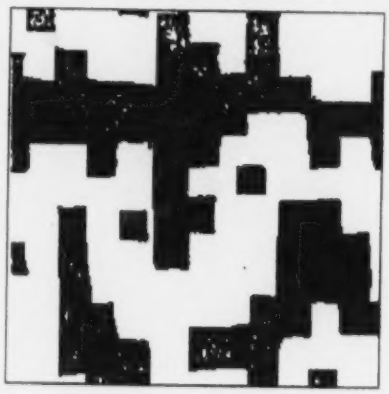
Slightly more than 30 percent of male students and just 19 percent of female students agreed with the statement. The percentages have remained quite consistent over time. If these data seem familiar it's because *About Women on Campus* reports them annually, and they once again raise the question: What are the implications for married women faculty when nearly a quarter of their students feel that their very presence in the classroom is inappropriate?

WOMEN'S WAGES DROP FIRST TIME IN DECADE

Although highly educated women continue to increase their earnings, median weekly earnings for women as a whole (taking inflation into account) have dropped a full 2.6 percent since 1993, from $417 to $406, the first drop in more than 10 years. Men's earnings dropped .7 percent, so the gap between men and women has widened. Although the ratio of women's earnings compared to men increased steadily, from 64 percent in 1980 to 76.8 percent in 1993, it dropped to 75.5 percent in 1995, according to data from the U.S. Bureau of Labor Statistics.

WILL THE MALE GYNECOLOGIST BECOME EXTINCT?

Although men comprise 72 percent of the obstetrician-gynecologists in the United States, their numbers are dropping: women account for more than 60 percent of today's ob-gyn residents. Although the income of women physicians trails that of male physicians by about 30 percent, there is near parity in the ob-gyn specialty: the median income of women ob-gyns is $194,320, which is only about one percent less than that earned by men in that specialty.



SEXUAL ASSAULT

TWO PROFS RESIGN AFTER ASSAULT ACCUSATION

Two tenured professors at Truman State University (MO) have resigned in response to a student's charges of sexual assault. The student, who met David C. Williams and John Langley at a bar, along with a third unnamed professor, went to Williams' home with the three men. She claims she was assaulted there but could not remember who had done so because she had been given drugs to make her forget the evening.

The professors' story is quite different. They state that the woman took off her clothes and propositioned the men, even asking Langley for a good grade in a course she planned to take from him. Langley claims that he refused the offer and that Williams spent the night with the student, but did not have sex with her.

Williams and Langley, who were charged with violating a campus policy forbidding "amorous" relationships between faculty and students they supervise, said they resigned because they wanted to avoid the expense of a legal battle. Warren Wells, counsel to the university, said he believes the professors resigned because of "very good evidence" against them. The third professor was not charged.

MALE ATHLETES REMAIN FOCUS OF ASSAULT CHARGES

Here is a roundup of some of the charges directed against male college athletes this past fall:

• Two football players at Virginia Tech were charged with rape and attempted sodomy by a student who said she was attacked in the players' off-campus apartment. Brian Edmonds and James Crawford were suspended. Both deny the charges and immediately sued their accuser on the following day for slander and extortion. Last year a female former student sued two Tech players, including Crawford, and the university for $8.3 million. The university was dismissed from the case and that ruling is under appeal. (A total of 18 football players were arrested at Virginia Tech during 1996 for various offenses.)

• Five basket players at Southwestern Michigan College were charged with raping a woman at an off-campus party and videotaping the crime. The men were jailed, and subsequently kicked off the team and out of the school.

• In November, 1996, James McIntye was convicted of rape and

LANGUAGE AND "HUMANKIND"

Does the word "humankind" strike you as awkward, made up, "politically correct"? Some writers using the term have been criticized for those reasons. It turns out that "humankind" is not a *new* creation to clumsily replace "mankind," but a word with an illustrious history. Writing in the *Washington Post*, Amy E. Schwartz notes that the poet William Cowper used "humankind" in 1630, and the term also was used by such writers as Alexander Pope, Thomas Hardy and T.S. Elliot.

Those complaining about the word "chair" or "chairwoman" should note that the original word was "chair" back in 1647. "Chairman" dates from 1654, and "Chairwoman" first appears in 1699.

subsequently lost his athletic scholarship from New Mexico University.

A 1995 study of ten Division I schools found that, while athletes comprised only three percent of the male student population, they were responsible for 19 percent of the colleges' sexual assaults and 35 percent of acts of violence. At many schools athletes accused of violence continue to play unless convicted, although a few schools, such as Indiana University, have taken a much harsher stand. A substantial number of schools have recruited and given scholarships to men with criminal records.

ALLEGED RAPES SPUR DEMONSTRATIONS AT SCHOOLS

Allegations of rape continue to rally students to protest:

• An alleged gang rape at a fraternity party sponsored by Kappa Alpha at Appalachian State University (NC) spurred about 100 students to protest in front of the main administration building. The students criticized the way the institution handled sexual assault and sexual harassment complaints. Students wanted the administration to acknowledge that rape is a problem at the institution, to issue a statement about the incident, and to punish the fraternity. The police investigation had not identified any suspects.

• Charges that a first-year medical student raped another first year student at an off-campus party after she passed out after drinking prompted a sit-in at the University of Pennsylvania Medical School. The school responded to the sit-in by barring the accused student from his classes, although he was allowed to return a week later. The woman did not file charges with the police, but filed them with the university about two months later. The medical school's policy allows students to be placed on temporary leave, pending a hearing, if their presence is viewed as a "potential threat to order."

FOOTBALL GAME ANNOUNCEMENT DECRIES RELATIONSHIP VIOLENCE

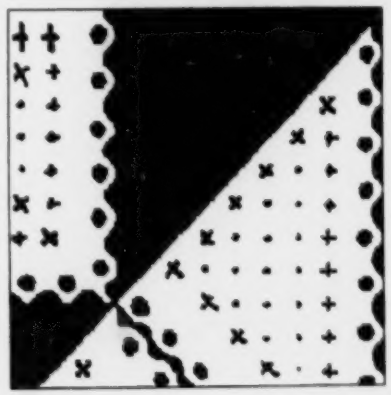
A 30-second public service announcement shown at college football games last fall featured high-profile college football players in a campaign to discourage men from engaging in relationship violence.

The announcement, developed by Liz Claiborne, Inc. together with Northeastern University's Center for the Study of Sport in Society, was distributed by the College Football Association.

The spot shows a crowded football stadium with various messages on the scoreboard. Suddenly the stadium becomes quiet when a message states, "Joe Smith, Section 329, Seat 4, beat up his girlfriend last night." Closeups of fans and players show them looking shocked and disgusted. An athlete then appears, takes off his helmet and addresses the audience: "If you think hitting your girlfriend makes you a big man, you won't mind if we let 70,000 people see how big you are."

The message then concludes, "Every 12 seconds a woman in this country is abused. Isn't it time to speak out? Get involved, end relationship violence. Love is not abuse."

The spot was made in four versions using different football players.



WOMEN OF COLOR

WOMEN OF COLOR DEVELOP STRONG NETWORKS

Women of color are developing strong networks, both on their own campuses and across campuses, as evidenced below:

• **Black Women Research Seminar:** Once a month 20 Black women faculty and researchers get together to discuss their research. They come from the College Park and Baltimore campuses of the University of Maryland, Howard University, American University, George Mason University, Coppin State College, Morgan State University, the Smithsonian Institution, and the German Historical Institute.

Funded by a three-year $250,000 grant from the Ford Foundation to promote research on race, class and gender in the lives of working Black women, the seminar draws women in a wide range of fields such as anthropology, art, economics, law, history, psychology, and sociology. Members receive a stipend and plan an anthology of their work, which explores the lives and experiences of working Black women. A national conference presenting their findings is planned.

• **Women Of Color In The Academy Project:** The University of Michigan has established a three-year Women of Color in the Academy Project to bring together women of color scholars, who comprise 160 of approximately 4000 total faculty at U-M. The project is a joint effort by Women's Studies and the Center for the Education of Women. It is funded by the Office of the Vice President for Research and the Office of Academic and Multicultural Affairs. The group held a research conference on "Women of Color in the University and the Community It Serves" and plans a national conference in the fall.

The group has met with university administrators about successful strategies for retaining women of color faculty members and has sponsored speakers. The project is developing activities for graduate students and plans to produce a video illustrating both negative and positive issues for women of color in academe.

• **The Women's Research Network:** This is a computer-based resource that enables scholars studying Southern women or women of color in the United States to identify those conducting similar research. For more information, write the Center for Research on Women at the University of Memphis, Campus Box 526105, Memphis, TN 38152-6105.

• **Bibliography:** For a single copy of a three-page annotated bibliography on women of color, prepared by listing titles found in *Books in Print*, write the Women's Studies Librarian, University of Wisconsin, 430 Memorial Library, 728 State Street, Madison, WI 53706. Enclose a 32-cent stamped, self-addressed business-size return envelope.

WOMEN'S STUDIES

HAS WOMEN'S STUDIES HAD AN IMPACT? MAYBE

In a survey of 2,000 adults questioned about a wide range of issues affecting Americans, 65 percent agreed that the Founders were "part of a male-dominated culture" that subordinated women. Over 80 percent agree that the United States history has been one of war and aggression and that "our nation betrayed its principles by its cruel mistreatment of blacks and Indians."

The study of American political culture is entitled, "The State of Disunion," and was conducted by sociologists James Davison Hunter of the University of Virginia and Carl Bowman of Bridgewater College (VA)

RESOURCES

Following are several useful resources on women's studies:

• **Syllabi for women and politics.** The American Political Science Association has published a collection of syllabi for courses on Women and Politics, such as Gender, Power and Leadership; Women and Politics; Third World Perspectives; and the Politics of Reproductive Health. Send $14 to APSA Publications, 1527 New Hampshire Avenue, NW, Washington, DC 20036.

• **Electronic resource.** For a directory of women's organizations from all over the world, a calendar of events, discussion groups, and guidance on using the Internet, contact the Pleiades networks at: **http://www.pleiades-net.com/**. The web site is named after a cluster of seven stars called the Seven Sisters or the Pleiades.

• **Bibliography on women and social movements.** A short bibliography on women and social movements appears in the fall 1996 issue of *Center News*, the newsletter for the Center for Research on Women at the University of Memphis, Campus Box 526105, Memphis, TN 38152-6105.

• **Canadian women's studies.** *Canadian Women's Studies* is a feminist quarterly covering a wide array of topics, including book, art and film reviews, creative work and articles and essays of interest. For further information, contact the quarterly at 212 Founders College, York University, 4700 Keale Street, North York, Ontario M3J 1P3, Canada.

SEXUAL HARASSMENT

DISTRICT TO PAY $250,000 IN STUDENT HARASSMENT CASE

Petaluma School District in Northern California has agreed to pay $250,000 to a former student who claimed she endured lewd taunts and sexual references from other students while she attended junior high school from 1990 to 1992. Although the school district did not admit wrongdoing, it agreed to an out of court settlement. The student had asked for $1 million, contending that a counselor and other school officials ignored her frequent complaints of sexual harassment by classmates.

Prior to the settlement, the school district had spent more than $350,000 in legal fees. The court had previously ruled that the student need only prove that school officials knew or should have known about the situation and failed to act upon that knowledge.

The case is one of several at the elementary and secondary school level that have ended with financial settlements for students claiming harassment from their classmates. Higher education cases involving peer harassment are likely to increase. In 1996 the U.S. Department of Education issued a draft policy guidance on peer harassment, which requires all schools and colleges covered by Title IX to develop policies to deal with student-to-student sexual harassment.

OHIO STATE WITHDRAWS JOB OFFER TO ALLEGED HARASSER

Ohio State University was about to hire Jay Jorgenson, an assistant professor of Mathematics at Yale University, and had offered him the post in March 1996. A month later, one of his former students filed a formal charge of sexual harassment against him at Yale. The student claimed that she and Jorgenson had a sexual relationship for two months, and she produced e-mail messages that both had written about plans for their dates. Although Yale does not prohibit faculty-student relationships, it discourages them. Jorgenson denied the relationship and that he sent e-mail messages to the student.

In September, the grievance panel at Yale found that the relationship was sexual harassment, reprimanded the professor privately, and recommended his dismissal at the end of the fall semester instead of June, when his contract would expire. Although neither Yale nor the professor mentioned the incident to Ohio State, the woman went public with her accusations, which eventually reached Ohio State. In December, Ohio State withdrew its offer to Jorgenson.

It is not known if Jorgenson will sue Ohio State University. In the meantime, Yale is considering whether it ought to revise its policy to prohibit romantic relationships between professors and their students.

The incident raises several questions: Do institutions have a responsibility to let other institutions know when a faculty member has been found in violation of the institution's policy on sexual harassment? If the new institution is not informed, is the first institution vulnerable to a lawsuit by someone subsequently harassed by the professor at the new institution? (This has already happened at least once. A student who charged a professor with harassment at the University of Pennsylvania sued Bates College, which had employed the professor previously. Bates had not informed the University of Pennsylvania that the professor had been charged with sexual harassment. The case was eventually settled.) Another problem is that the hiring institution might also choose to sue the first institution for not informing it about the applicant's history.

IS SAME-SEX HARASSMENT OF EMPLOYEES ILLEGAL?

Whether same-sex harassment of employees is illegal or not depends on where you live. Courts differ as to whether Title VII of the Civil Rights Act covers sexual harassment by someone of the same sex. A three-judge panel of the U.S. Court of Appeals for the Fifth Circuit, which covers Louisiana, Mississippi and Texas, recently ruled that a claim by a male employee who alleged he was sexually harassed by other males was not valid because the same court had already ruled that same-sex harassment claims were banned. Oil-rig worker Joseph Oncale is appealing the decision to the entire Fifth Circuit. Two other federal appeals courts have ruled that same-sex claims of sexual harassment are valid.

A similar conflict between courts exists on the question of whether same-sex student harassment is prohibited by Title IX. In a case involving a community college professor and student, a lower court in the Fifth Circuit

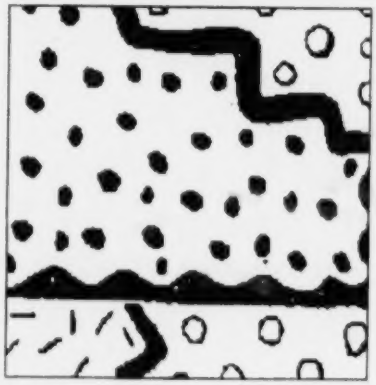
ruled that same-sex harassment claims are not permitted under Title IX. However, in a case involving a high school teacher and student, the U.S. Court of Appeals for the Eighth Circuit ruled that the claim was valid.

Conflicting decisions between federal appellate courts can only be resolved by the U.S. Supreme Court.

CO-WORKERS ARE MORE LIKELY TO HARASS THAN BOSSES

Although the leering boss is what many people have in mind when they think of sexual harassment, co-workers are more likely to be harassers than bosses. A study conducted by the American Management Association for the *Washington Post* examined more than 1300 complaints brought to the attention of management in a sampling of U.S. companies and found that only 26 percent involved the victim's direct supervisors. Co-workers were far more likely to be the source of harassment.

The findings are in line with studies of harassment in academe, where student-to student harassment is the most common form. Some 70 to 90 percent of women students experience student-to-student harassment, while 20 to 30 percent of female students experience sexual harassment from a faculty or staff member.



ATHLETICS

NCAA SEEKS EQUITY IN MEDICAL CARE OF ATHLETES

Noting inequities in the medical treatment of men versus women athletes, the National Collegiate Athletic Association Committee on Competitive Safeguards and Medical Aspects of Sports has developed several recommendations for educational institutions:

- NCAA certification procedures should reflect the fact that medical and training facilities at educational institutions are one of the areas reviewed for compliance with Title IX.
- Insurance for athletes should be made available without regard to gender or revenue production of the sport.
- Institutional decisions about the availability and qualifications of medical personnel (including certified athletic trainers and physicians) and the availability and quality of weight training and conditioning equipment and facilities should be based on accepted medical criteria (e.g., rates of injury) and not on the basis of gender or sport.

U.S. REPORT SHOWS WOMEN'S PROGRESS IN SPORTS

Since the passage of Title IX, women's participation in intercollegiate athletics has increased fourfold, with more than 100,000 women participating.

A new federal report, *Intercollegiate Athletics: Status of Efforts to Promote Gender Equity*, notes this and other examples of progress in women's sports. Using the results from eight national studies, the study concludes that incremental gains are continuing, but equity has not yet been achieved, particularly in the salaries of women coaches, in the numbers of women who are head coaches, and in the proportion of women athletes compared to the overall number of women students. Women constitute slightly more than half of all undergraduates, but only a little over a third of college athletes.

The report was published by the U.S. General Accounting Office at the request of U.S. Rep. Cardiss Collins (IL). For a copy, write the GAO at P.O. Box 6015, Gaithersburg, MD 20884-6015 or call (202) 512-600, and ask for Document #HEHS-97-10. A single copy is free.

The GAO is the investigative arm of the federal government and often produces report. at the request of members of Congress.

VOLLEYBALL WOWS THEM IN HAWAII

Women's volleyball attendance is booming in Hawaii, ranking only behind men's basketball and men's vol-

LOOKING BACKWARD

If you have days when you wonder if any progress has been made, consider the following excerpt from a 1950's high school home economics text, supplied by the Washington Feminist Faxnet (Fax: 202 265-6245): *At the time of his arrival, eliminate all noise of the washer, dryer, dishwasher, or vacuum. Don't complain if he's late to dinner. Make him comfortable. Have a drink ready for him. Speak in a low, soft voice. Arrange his pillow and offer to take off his shoes.*

leyball at the University of Hawaii, Manoa. One reason: the team has not posted a losing record since the program began in 1974. The Rainbow Wahines have been in 14 of 15 NCAA tournaments since 1981, when NCAA started sponsoring women's volleyball championships.

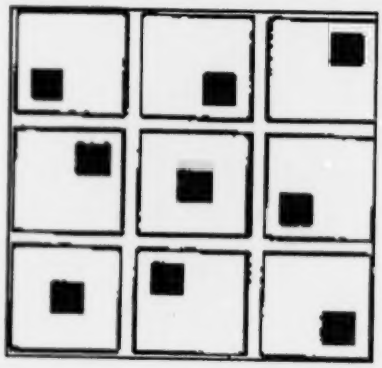
NCAA REPORTS LINK BETWEEN FOOTBALL & SPENDING FOR WOMEN'S SPORTS

The National Collegiate Athletic Association reports that Division III institutions sponsoring football spend substantially more on their men's athletic program than on their women's, while schools lacking a football team spend slightly more on women's athletic programs than on men's.

Football was the most expensive sport in Division III, with an average expenditure of $80,000. Men's ice hockey was next, with an average expenditure of $52,300, followed by men's basketball at $29,900. The fourth most expensive sport was women's basketball, at $23,000.

Correction

In our winter issue of *About Women on Campus* we inadvertently substituted Morehead State University (KY) for Moorhead State University (MN). The article, "College Cited for Violating Crime-Reporting Law," appeared on page 12. Our apologies to both institutions.



WEB RESOURCES

WOMEN IN MATH WEB PROJECT

A new Web site provides information about women in mathematics, including publications on women and mathematics, biographical sketches of more than 100 women mathematical scientists, and links to other sites for or about women mathematicians. The publications are arranged by category, including mentoring and role models; gender equity in career advancement, tenure and promotion, and teaching evaluations; gender differences in SAT scores, special ability, and confidence as a predictor of success. Some of the articles include abstracts.

The Web site, prepared by Marie A. Vitulli, is **http://darkwing.uoregon.edu/~vitulli**

SOFTWARE ALLOWS LIBRARIES TO CURB ACCESS TO WEB PORN

There have been complaints in public libraries that persons using public terminals to connect with the Internet are surfing for pornography, often in clear view of others, including children who walk by the terminals. Some library staff also have been offended, and library officials are concerned that staff could file lawsuits claiming they were exposed to sexually objectionable materials in the workplace.

This problem may be alleviated by new Internet screening system for libraries. WebSENSE, allows libraries to prevent access to pornographic materials by blocking undesirable Web sites. WebSENSE works with a master database of more than 50,000 URL and newsgroup addresses in 28 categories that allow administrators to select which categories can be accessed. The database is continually updated to add new sites, and subscribers receive the fresh database on a daily basis.

For a free copy of the software or for further information, check the Web at **http://www.netpart.com/** or call (800) 723-1166.

NEW SPORTS WEB SITE

The University of Iowa has a Gender Equity in Sports Web site listing Title IX and related lawsuits, institutions under compliance review, statistics, print resources, other Web sites on women's sports and related issues, relevant documents, and other materials. The Web address is **http://www.arcade.uiowa.edu/proj/ge/**

A NEW CYBERGUIDE FOR WOMEN

SuferGrrrls: Look Ethel! An Internet Guide for Us! is a witty new cyberguide for women, written by Laurel Gilbert & Crystal Kile. The book explains how to get on-line and where to go once there, examines the culture and history of the Internet and interviews important online women, highlighting their contributions to the net. The 234 page paperback is obtainable from **Amazon.com** for $13.50. It was published last fall by Seal Pr Feminist Pub.

CATHERINE EAST DIES; PLAYED MAJOR ROLE IN WOMEN'S MOVEMENT

The following is excerpted from a eulogy given by Bernice R. Sandler, October 19, 1996. East was 80 when she died.

Catherine East was a modest woman who was little known, although she played *the* major role in putting the women's movement together in its early days. Take yourself back to the late 1960's and very early 1970's. There are no newsletters about women's issues. There are no women's studies courses. The women's movement in its modern reincarnation is just beginning. There are less than a handful of women's organizations, such as Business and Professional Women, which are showing interest in the new women's movement and discrimination. The National Organization on Women (NOW) has just been organized. (Today there are thousands of women's organizations and groups.) The word "sexism" has just been invented, but most people never heard of it. "Sexual harassment" would not enter our language for several years, nor would such words as "acquaintance rape," "date rape," "gang rape," or "battered women."

The women's network was just beginning, and it was Catherine who built it in those early years.

There is so little information about women that I decide to buy every book published about women, a fairly inexpensive hobby for those early years. Whenever an article about women is published in the newspaper, my children eagerly point it out to me because it is so rare. Many of the articles are hostile.

It was in this climate that Catherine East began the most remarkable journey of the women's movement. Catherine had worked on women's issues for so many years that she was the most informed person in the country, indeed in the world, about a wide array of women's issues such as employment discrimination, credit discrimination, pregnancy discrimination, all kinds of legal inequities, and discrimination in education.

Because Catherine worked in the government, at that time for the federally-appointed Citizen's Advisory Committee on Women, anyone looking for information about women, anyone angered by a growing awareness of inequities, or anyone trying to make changes, would eventually reach Catherine. There was no one else. And when anyone called Catherine, she was their introduction into the women's movement. She validated our concern about a particular issue and briefed us on the substance of the issues brought to her. She taught us about inequities in the laws relating to our concerns, lobbying and organizing, and political strategies we could use to make changes occur. She knew how important every person was to the growing women's movement, and she did her best to ensure that those who called her would become an active and valuable part of it.

We don't often think of women as giants, but Catherine was our giant.

Many of us who called Catherine were babes in the woods, like myself. My only experience in leadership was limited to a short term as vice chair of my daughters' co-op pre-school. She taught me and countless others everything we needed to know to get started.

The women's network was just beginning, and it was Catherine who built it, inch by inch, in those early years. If someone called Catherine to say they were upset that women couldn't get credit from the bank, she would tell them all she knew about the problem and then add: Do you know Mary Smith in Peoria and Judith so-and-so in Houston? They're working on the same issue. And so she put people together who would have had no way of knowing that there were others with similar concerns. A national network of women all around the country began to grow, and it was Catherine who nurtured them and gave them the information and strategies to move ahead.

Catherine also educated a generation of writers in the media. If they didn't call her, she would call them

and tell them why their article was inaccurate. She educated them about women's issues, and often give background information without being mentioned.

Catherine kept hundreds of us informed about the women's movement. We relied on her because there were no newsletters and little press coverage. In those days, few people had access to a Xerox machine. But as a federal employee, Catherine did. Whenever there was an article about women in any newspaper or magazine, Catherine would Xerox who knows how many copies and send them out to the people on her list, with the federal government paying the postage. And then most of us would recopy it and send it to our friends, who would then do the same to their friends. In those days, each time you photocopied an article it got fainter, and every one of the articles that Catherine sent out eventually became invisible.

Catherine never sought the spotlight, and so most people do not know of her work and how important she was. She deserves credit for building the early network that made it possible for the women's movement to grow and thrive. She gave us awareness, she gave us strategies, she gave us hope, she gave us the women's movement. We don't often think of women as giants, but Catherine was our giant.

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INITIATIVES

Journal of the National Association for Women in Education

Sexual Harassment on Campus
Persistent Themes/Practical Responses

In 1983, NAWE published the first issue of a journal devoted exclusively to the then-emerging topic of sexual harassment on campus. This ground-breaking issue was followed by a two-volume update on harassment at the end of the 1980s.

Now, in a mid-1990s update, *Initiatives* once again revisits harassment—the campus issue that will not go away. The articles in this special two-part focus have been chosen to show clearly how the discussion of harassment-related issues has at the same time broadened and achieved more precise focus.

Part I: Initiatives Volume 57(2)

- The "Discovery"and Evolution of Sexual Harassment as an Education Issue *Suzanne Rice*
- Sexual Harassment: Why Men Don't Understand It *Tom Landis-Schiff*
- Understanding the Characteristics of the Sexual Harasser *Melora Sundt*
- Subculture Roleover: The Anatomy of a Hostile Environment *Jaclyn Svoboda and Richard W. Crockett*
- Handling the Confidential Student Complaint of Faculty Sexual Harassment *Barbara Guthrie-Morse*
- "That's the Way the World Really Goes": Sexual Harassment and New Jersey Teenagers *Mary Trigg and Kim Wittenstrom*
- Handling Sexual Harassment Complaints Informally: One School's Experience *Joan L. Marshall*

Part II: Initiatives Volume 57(3)

- From the Margins to the Mainstream: Sexual Harassment in K-12 Schools *Nan D. Stein*
- Raising Expectations: Institutional Responsibility and the Issue of Sexual Harassment *Lesley A. Diehl*
- Sexual Harassment in Academia: Individual Differences in Student Reporting Behaviors *Linda J. Rubin*
- Visually Hostile Environments as Sexual Harassment *Ann Hassenpflug*
- Dealing with the "Sexual" in Sexual Harassment *Helen Remick and Angela B. Ginorio*
- Changing Legal Aspects of Sexual Assault and Harassment: Implications for Practice *Sophie W. Penney*
- Reviews of resources

To obtain your copies of this two-part set, send a check or money order for $26.00 to: NAWE, 1325 18th Street NW, Suite 210, Washington, DC 20036-6511. 202-659-9330.
Single copies of Part I or Part II are $13.00 each.

ACE OFFICE OF WOMEN IN HIGHER EDUCATION

WOMEN HELPING WOMEN

Some 30 years ago women once again banned together to improve the quality of life for themselves and future generations. Just as the Suffragette Movement had called women together a century before, so did the Women's Movement of the 1960's. The focus of the later crusade was different, however; rather than limiting itself to a single issue — the right to vote — the crusade emphasized a goal that was more diffuse, harder to measure, and more difficult to achieve. The goal of this crusade would be widespread and pervasive equality — equality in the workplace, business world and political arena. That goal would be common to all institutions, in all venues and at all levels. Equity would represent not another small step, but a leap into a bolder, brighter future.

As the movement began to take root, women recognized that achievement of their goal would require a conscious and purposeful union, as well as a concrete plan of action. Out of this knowledge grew the notion of women's caucuses, associations and networks. One of those networks, the National Identification Program, adopted as its purpose the advancement of women into the upper ranks of higher education administration. In the two decades that have passed since the initial N.I.P. meetings, 50 states have convened groups of women educators bound together by a common sense of purpose; those state chapters have created a web of support, communication and dedication to each other and to the goal. As with many bold initiatives, the success or failure of the idea lies in its implementation. Our founders knew from history that achievement of their goal would require a long-term effort, and would necessitate ongoing fortitude and persistence.

As the N.I.P. celebrates it twentieth birthday this month at the annual ACE meeting, what accomplishments can we cite? In addition to 50 state N.I.P. programs, we can take pride in the establishment of regional and national forums that support women, including minority women, in advancing their careers. We can point to the development of *The New Agenda: A Blueprint for Leadership* and, most recently, "Commitment to the Future," documents that will pave the way to the next century. We can also point to reinvigorated efforts to advance women's issues on campuses, the initiation of the Women President's Summit, and the creation of a National Executive Board to support the work of the Office of Women in Higher Education.

> Equity would represent not another small step, but a leap into a bolder, brighter future.

Our efforts have produced real and measurable results: the number of women presidents has tripled (from 148 in 1977 to 453 this year), and the representation of women in other senior-level administrative positions has increased significantly. The most important achievement of all cannot be gauged by statistics, though; instead, it can be heard in the voices of the women who have been part of the network. An example is Yolanda Moses, President of City College in New York, who credits N.I.P. support with giving her the confidence to rise to the top position at her institution. "I was not sure I could be a dean," she recalls, "but after the leadership forum, I knew that there were women role models for me." She is still an active member of the New York State Board.

Another voice is that of Janice Wertz, President of Housatonic Community College, Connecticut, who says, "There is no question that my involvement with the N.I.P. helped me in several career moves."

And so, with two decades behind us, it seems even more true today: if the goal of today's women is equality, then the path is lengthy, and in our day-to-day activities we must purposefully work toward achieving that goal.

How do we do this? We do it by these means:

- mentoring other women;
- thanking other women for being role models;
- reaching out to support women as they face professional challenges;
- communicating with other women, letting them know you understand;

• supporting women in senior positions;

• forgiving the woman who may have forgotten to reach out to help someone else.

Since getting its second wind almost 30 years ago, the Women's Movement has accomplished much. The N.I.P. has played a key role in that movement and has led the way in bringing gender equality to the educational arena. Much of what we have accomplished can be measured in terms of commitment and support. As a member of N.I.P for most of its 20-year history, I can personally attest to the importance of that support. What it has meant to me is that when we members come together, there is the sense of unspoken understanding, and the knowledge that someone is out there willing to help, ready to comfort, and eager to encourage. So, as we celebrate this milestone in the women's movement, remember that our crusade requires a day-to-day effort. Reach out today and help someone — another woman.

Reach out today and help someone — another woman.

Notes prepared by Dr. Carol A. Moore, Provost and Vice President for Academic Affairs, Mercy College, Dobbs Ferry, NY.

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University of Dayton

Dean, School of Engineering

The University of Dayton invites applications and nominations for the position of Dean of the School of Engineering. The University is seeking to fill this position by July 1, 1997.

The University:

The University of Dayton, a Catholic coeducational institution founded by the Society of Mary (the Marianists) in 1850, offers a wide variety of undergraduate programs as well as numerous master and several doctoral programs. The university enrollment of nearly 10,000 students includes about 6,000 full-time undergraduates. The University of Dayton is the largest independent university in the State of Ohio, and the Research Institute, with four hundred members, is among the top ten in federally sponsored research with annual research of approximately $40 million. The Air Force technology laboratories, a major source of research funding, are located at Wright-Patterson Air Force base in Dayton, Ohio. The University's 80 acre campus offers a rich living and learning environment to its essentially residential student body. The Dayton metropolitan area has a population of over 830,000 and offers many cultural recreational, and education amenities.

The Position:

The School of Engineering has programs in undergraduate engineering and engineering technology and both master and doctoral programs in engineering, with an approximate enrollment of 1,650. The Dean is to provide leadership for a school that is committed to excellence in teaching, research, scholarship, and service to the community. The Dean is responsible for developing and administering academic programs, promoting research , scholarship and faculty development, planning budgets and representing the School both within the University and in the community.

Qualifications:

Candidates for the position should possess the background required for a tenured professorship within the School. This includes an earned doctorate, evidence of scholarly and research accomplishments, demonstrated teaching effectiveness at both the undergraduate and graduate levels, and a record of external financial support for research and/or educational purposes. Candidates should also have experience in administration in which they developed and demonstrated leadership, managerial, and communicative skills.

Nominations and Applications:

Applications should include: 1) a letter briefly detailing accomplishments in the area of academic administration, research and teaching; 2) a completed curriculum vitae and 3) names of three references. The University is strongly committed to the principle of diversity. Women, minorities, individuals with disabilities, and Vietnam era veterans are encouraged to apply. Please submit applications and nominations by March 31, 1997

Dr. Gordon A. Sargent
Chair, Search Committee for Dean
School of Engineering
University of Dayton, St. Mary's Hall 200
Dayton, OH 45469-1620
e-mail: *sargent@picard.admin.udayton.edu*

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ABOUT WOMEN ON CAMPUS

SUMMER 1997 • VOLUME 6 • NUMBER 3

SPORTS ROUNDUP

SUPREME COURT LEAVES SPORTS EQUITY RULING IN PLACE

On April 21, 1997, the Supreme Court blocked a last ditch effort by Brown University to overturn a lower court's ruling requiring strict sex equity in athletic programs in order to comply with Title IX, the law that prohibits discrimination on the basis of sex in institutions that receive any federal funds. Some 60 colleges filed briefs supporting Brown. Also supporting Brown were several men's athletic associations, the State of Colorado, 49 members of the Congress (all Republicans), several education associations — including the American Council on Education — and Casper Weinberger, former secretary of the U.S. Department of Health, Education and Welfare.

The courts have applied a three-pronged test promulgated by the U.S. Department of Education to assess equity in sports. A school is in compliance if it passes a single prong. One prong asks if the institution has a history of continuing expansion of women's athletic programs. A second prong asks if the interests and abilities of women athletes are being met, i.e., if women who wish to participate in sports have the opportunity to do so. The third prong asks if the percentage of women athletes at a school is roughly proportional to the percentage of women in its undergraduate enrollment. The lower court found that Brown had failed all three tests, and five U.S. appeals courts upheld the Department of Education's test.

The Brown case began in 1991 when it eliminated two men's and two women's teams as part of budget cuts. However, although women comprised 51 percent of the students, they were 38 percent of the athletes. Often not mentioned in coverage of the Brown case were other inequities that women athletes faced at Brown. Amy Cohen, the lead plaintiff (of nine women) in the suit and the former gymnastics captain, noted, for example, that her team had to raise money for coaching and security and wore second hand sweatsuits from the men's team. The cost of the Brown case — *several hundred thousand dollars* — is probably more than will be spent at Brown in the next ten years for increasing women's sports opportunities.

The decision is expected to increase women's opportunities for sports participation throughout the nation. *USA Today*, in its survey of National Collegiate Athletic Association (NCAA) Division I schools (see next article) concluded that only 28 Division I schools (nine percent of more than 300 schools) would pass the propor-

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National Association for Women in Education

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The National Association for Women in Education is an independent nonprofit professional organization dedicated to the education and professional and personal development of women and girls. An important force in American education for more than 80 years, the Association is at a crossroads, serving new populations, expanding its services, and developing new and innovative programs to meet the ever-changing needs of women in education.

The mission of the National Association for Women in Education is to address issues in higher education, with particular attention to the interests, scholarship, and advancement of women educators and students. In a supportive, diverse organizational environment for educators from a broad range of specialties, NAWE develops leaders for today and tomorrow.

tionality test. Colleges without football teams were four times as likely to pass the proportionality test as those with football teams; however only 12 of the 78 did. David Salter, author of *Crashing the Old Boys' Network: The Tragedies and Triumphs of Girls and Women in Sports*, estimates that 90 percent of all colleges are not in compliance with Title IX.

To rectify the imbalance, many schools will have to add women's teams. Where will the money come from? Ticket prices might increase, new corporate sponsorships might be sought, student fees might be raised, state legislatures might allocate additional money, current funds might be reallocated, and football teams might be reduced or even eliminated at some schools. With respect to football team reduction, recall that a few years ago Nebraska took 140 players to the Orange Bowl, while the professional San Francisco 49ers won the Super Bowl that year with only 43 players.

To the extent that men's teams are reduced or eliminated, schools may need to take special care so that harassment of female athletes by male athletes and other students does not occur. Many people believe that the drop in the number of wrestling and men's gymnastic programs, for example, is a result of creating more opportunities for women, thus creating anger on the part of male athletes toward women. In fact, the decline of these sports began in the early 1980s, well before the legal status of the Title IX regulation had been clarified by the courts. Harassment of female athletes by male athletes is a relatively unnoticed problem, which will undoubtedly see more attention in coming years.

ATHLETIC STATS FOR DIVISION I SCHOOLS

NCAA Division I Schools consist of 305 institutions with well developed sports programs. In the context of sports equity, many interesting statistics are associated with these programs:

- The most popular sports for men are football, played by 31 percent of male athletes, followed by track and field/cross country, with 18 percent. The most popular sports for women are track and field/cross country, in which 27 percent of female athletes participate. This is followed by soccer and basketball, with 10 percent female participation .
- For every dollar spent on women's college sports, $3 is spent on men's. Female athletes get 38 percent of the scholarship money, 27 percent of the recruiting money and 25 percent of the operating budgets.
- Smaller colleges in Division I gave a larger proportion of athletic funds to female athletes than did larger schools.
- Women are half of the students, but only 35 percent of the athletes. The average amount of money spent on male athletes is $16,280; for female athletes the figure is $13,666. Student athletes are a small proportion of the student population — five percent of male students and three percent of female students participate in athletics.

The data come from a survey of 303 of the 305 Division I schools (the Citadel and Virginia Military Institute were omitted). The survey was conducted by *USA Today* and discussed in the newspaper's March 3, 4, and 5, 1997 issues. The conclusion: colleges score low on the gender-equity test. The good news is that the number of women participating in college sports is up fourfold since 1972, when Title IX was enacted, and up 22 percent in Division I since 1992.

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WOMEN'S PROGRAMS INCREASE BUT MEN'S FUNDING INCREASES EVEN MORE

The number of women athletes has increased since 1991 by an average of 18 athletes per school to 130 athletes, and the number of male athletes has dropped an average of 24 athletes to 250 per school. However, the amount of money spent on men's athletics increased 139 percent, compared to an increase of 89 percent for women's programs. The figures are from a study conducted by the NCAA comparing 1996 data with 1991 data.

Men's sports programs cost three times as much to operate as women's programs. According to the *USA Today* study, Division I-A schools with big-time football teams have the largest disparities on a per-athlete basis. The average operating expense per male athlete is $8,000, but for female athletes the amount is $4,100. At Division I-AAA schools without football teams, the figures were $2,500 and $1,900, respectively.

The NCAA study also revealed some good news about women's sports: a 70 percent increase in scholarships, a 45 percent increase in head coaches' salaries, and a 75 percent increase in assistant coaches' salaries. These stunning increases indicate how wide the disparities have been. Men still receive 62 percent of the scholarships, 60 percent of the head coaches' salaries and 76 percent of the assistant coaches' salaries. Women's expenses — despite the impressive 89 percent increase — are only 23 percent of the total operating budgets. Football (22 percent) and men's basketball (10 percent) together consume 32 percent of the total operating costs for men's and women's athletic programs combined.

COSTS TO STAFF MEN'S FOOTBALL EXCEED COSTS TO STAFF ALL WOMEN'S ATHLETICS

An NCAA survey of salaries paid to athletic personnel in 1996-1997 reveals that the median personnel expenditure for women's sports was $431,282 — less than half of what was spent on football alone ($890,330). The figures, analyzed by *The Chronicle of Higher Education (March 28, 1997)*, showed that personnel expenditure for women's sports is only 22 percent of that spent on men's sports. The median expenditure for women's basketball coaches — the third best compensated group in the survey — is only one-third of that received by men's basketball coaches.

The Chronicle also compared average salaries of faculty members to those of athletic personnel. The average full professor at a public institution earns $60,587, which is lower than the average salary of six out of nine assistant coaches. The average associate professor at such institutions earns $47,467 — about the same as the average sports information director — while the average assistant professor earns $39,148, some $1,100 less than the average ticket manager.

MORE WOMEN COACH WOMEN'S BASKETBALL TEAMS BUT NOT MEN'S TEAMS

More Good news: Women now hold 64 percent of the head coaching positions in women's college basketball, up from 58.5 percent in 1988. March 1997 was the first time that all the women's Final Four teams of the NCAA were coached by women.

More Bad news: In 1977, the percentage of women coaching women's basketball (79.43 percent) was higher than it is now. There are no women head coaches of any NCAA men's basketball team. Women hold more than 51 percent of the coaching positions in only seven of the 24 NCAA women's sports: basketball, archery, field hockey, lacrosse, softball and volleyball. Women hold about two percent of the coaching jobs in men's sports in all divisions.

VIRGINIA TECH DECIDES TO PUNISH ATHLETES WHO COMMIT CRIMES

After being embarrassed by widespread misconduct of its football players and criticized for the way in which discipline was handled, Virginia Polytechnic Institute and State University announced new penalties for athletes who commit crimes. Athletes charged with felonies or crimes that involve gambling or game fixing will be suspended until cleared. If they are found guilty or plead guilty, they will be permanently removed from the teams. Athletes arrested for, charged with, or convicted of misdemeanors will be subject to penalties by the athletic director rather than by coaches, who tended to be more lenient.

Since November 1995, 19 current and former Virginia Tech football players have been charged with offenses such as rape and malicious wounding. In one nine-month period, from 1996 to 1997, 13 players were arrested, with some charged in more than one incident.

COLGATE SETTLES LAWSUIT: WOMEN'S ICE HOCKEY GOES VARSITY!

After 23 years of existence, the women's ice hockey team at Colgate University has finally achieved varsity status. As part of a settlement in a lawsuit against the institution, Colgate has agreed that the team can compete as a full member of the Eastern College Athletic Women's Conference, an 11-team league of mostly liberal arts

colleges in upstate New York and New England.

The case was filed in 1990 and decided in the women's favor. However, because all of the original plaintiffs had graduated, the decision was overturned by an appeals court. The attorney in the case, Faith Seidenberg, recruited a second set of plaintiffs and refiled the lawsuit. The case was about to be heard when the settlement was reached.

SPORTS HELP FEMALE TEENAGERS

Studies in recent years show that when girls enter adolescence they often lose self-esteem and may become depressed, deferential, and self-critical. Grades may plummet, and some girls may develop eating disorders, turn to drugs or alcohol, or get pregnant. Participation in sports may make a difference in ways that go beyond physical health.

A new report, *Physical Activity and Sport in the Lives of Girls*, describes the impact of sports participation on girls' lives, from academic achievement to psychological health, self-confidence and body image. Additionally, athletic involvement teaches skills vital to success in life, such as teamwork, setting goals, and self-discipline.

The number of girls participating in interscholastic athletics has increased from 300,000 to 2.25 million since Title IX was passed 25 years ago. However, young girls are twice as likely to be inactive as young boys. Single copies of the report are free from the Tucker Center for Research on Girls and Women in Sport at the University of Minnesota, 203 Cooke Hall, Minneapolis, MN 55455 or send an e-mail request to *crgws@tc.umn.edu*. A summary of the report is on the Internet at **http://www.coled.umn.edu/KLS/crgws** and **http://www.mentalhealth.org/**. The Tucker Center prepared the report for the President's Council on Physical Fitness and Sports.

The Center is the first center dedicated to exploring how sports, recreation and physical activity affect the lives of girls and women. The interdisciplinary center focuses on research, education, community outreach and public service.

SPORTS EQUITY RESOURCES

Following are two useful resources related to equity in sports:

• *Images and Words in Women's Sports* was developed by the Women's Sports Foundation to help anyone reporting on male and female athletes or for those involved in sports, commentary, public relations, marketing or advertising. By asking questions and giving examples, the booklet helps its readers understand what treating males and females equitably means. The booklet discusses the use of images and words, provides guidance to female athletes in dealing with media reps, and includes information about media coverage of female athletes. A short list of resources also is included. A copy of the booklet costs $2.50, plus $3.00 for shipping. The Foundation is at Eisenhower Park, East Meadow, NY 11554. 1-800-227-3988.

• *Achieving Gender Equity, A Basic Guide to Title IX and Gender Equity in Athletics for Colleges and Universities* was developed by the NCAA to help institutions comply with Title IX. The second edition includes information such as Title IX basics, gender issues, emerging sports, promotional efforts, athletics certification, and resources. Contact NCAA, 6201 College Blvd., Overland Park, KS 66211-2422. Call (913) 339-1906 for further information.

SEXUAL HARASSMENT

DISTRICT SETTLES PEER HARASSMENT CASE FOR $450,000

The Antioch (CA) School System has agreed to pay $450,000 to parents who sued the district for letting a sixth-grade student harass their daughter. The child and her parents complained during the 1993-94 school year about a boy in the child's class who repeatedly made lurid and degrading sexual comments to the student, insulted her by calling her names, such as "whore," and threatened to beat her up.

This lawsuit represents a small but growing number of cases filed against school systems for student-to-student sexual harassment. Harassment suits have been filed against higher education institutions as well. Recently, for example, a student-to-student harassment suit was filed against Temple University. The case involves the harassment of women athletes by male athletes.

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FEDERAL GUIDANCE SPELLS OUT SCHOOLS' RESPONSIBILITIES

The U.S. Department of Education, Office for Civil Rights (OCR), has issued its long-awaited guidance on sexual harassment. The guidance defines sexual harassment and advises educational institutions about their responsibilities and obligations to respond when harassment occurs. The guidance make it clear that schools must respond to incidents of student-to-student harassment. Schools will be held responsible if they know about sexual harassment but fail to respond adequately or fail to take adequate steps to prevent it.

Most courts have adopted the reasoning behind the guidance, including the prohibition against student-to-student harassment. A notable exception is the U.S. Court of Appeals for the Fifth Circuit, which ruled that schools could be held liable for failing to respond to complaints of student-to-student harassment *only* if they treated complaints of males and females differently. The guidance criticizes this decision — which applies only to Louisiana, Mississippi and Texas — by noting that the decision was "based on a mistaken belief" that holding the school district accountable meant that it was responsible for the acts of student harassers. Rather, OCR stresses that schools are accountable when they know about sexual harassment or should know about it, yet fail to act upon that knowledge by taking appropriate steps to stop the harassment and punish the harasser.

The guidance prohibits same-sex harassment, including harassment by one or more girls spreading sexually explicit graffiti about another girl.

Several student-to-student cases in elementary and secondary schools have resulted in lawsuits with high amounts of damages. Last fall, for example, a California jury awarded $500,000 to a 14-year-old school girl who endured months of sexual taunting and threats from a male classmate. Unlike employment cases filed under Title VII, which has a cap on the amount of damages that can be awarded, Title IX has no cap. Thus, increasing numbers of attorneys are attracted to Title IX cases, which they are willing to accept on a "contingency" basis because of the potential for higher damage awards.

The following analysis of the new OCR guidance is excerpted from "Sexual Harassment: Let the Punishment Fit the Crime," written by Verna Williams and Deborah L. Brake of the National Women's Law Center for the *Chronicle of Higher Education* (April 18, 1997). It is reproduced here with the permission of the authors and the *Chronicle*.

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ANALYSIS OF OCR GUIDANCE

[T]he guidance generally applies [to educational institutions] well-established principles developed in litigation on sexual harassment in the workplace. For example, an institution violates the law if it "knew or, in the exercise of reasonable care, should have known" that harassment was taking place, yet failed to act promptly to end the harassment.

Sexual harassment is more than a peck on the cheek. Sporadic and trivial incidents of objectionable behavior simply are not sexual harassment.... Real sexual harassment encompasses a wide range of conduct that can be classified in two categories: quid pro quo... and hostile-environment harassment. Title IX bars both types, which may occur simultaneously. In quid pro quo situations, a person in authority links some aspect of a student's education to the student's response to sexual overtures....

Hostile environment harassment does not necessarily involve sexual blackmail (although it may), and its perpetrators may be college employees, students, or other people on a campus. The guidance defines this type of harassment as unwelcome verbal or physical conduct that is sufficiently severe, pervasive, or persistent to create an abusive or hostile environment from the perspective of the affected student and a reasonable person in that student's shoes. The more severe an incident is, the less frequent it must be to meet this standard. For particularly severe and egregious conduct, such as sexual assault, once is enough. Less severe conduct, such as abusive language, must occur frequently to create a sexually hostile environment.

Colleges cannot ignore sexual harassment of students by other students. Stereotypes about the way in which college men and women interact will no longer suffice.... [T]he guidance makes clear that colleges cannot allow behavior that creates a hostile environment and prevents a student from learning or participating in campus activities.

Title IX does not ban flirtation. The guidance makes clear that "unwelcomeness" is a key component in defining sexual harassment among students and, at the postsecondary level, in employee-student relationships. Sexual overtures from one student to another, or from an employee to a college student, are not sexual harassment if the advances are welcome.

In handling disputes about whether harassment occurred or whether the sexual conduct was welcome, institutions should consider "the totality of the circumstances." These include the degree of influence the employee has over the student, the student's ability to consent (a student's age or certain types of disabilities might affect that), statements by any witnesses about the alleged harassment, the behavior of the student after the alleged harassment, and the relative credibility of the people involved (have other complaints been filed against the alleged harasser, or has

the complainant made false accusations against others in the past?).

Title IX does not suppress academic discourse, even if it is offensive. Classroom discussion of ideas that some students find distasteful or embarrassing does not constitute sexual harassment.... In contrast, a pattern of derogatory language targeting women in a class would create a hostile environment and would not be protected speech.

The guidance states that refusing to address persistent or serious sexual harassment will land institutions in trouble. They must take prompt and appropriate corrective action, whether the harasser is a college employee, a fellow student, or anyone else on the campus, such as a member of a visiting football team.

Foremost in determining a response should be the severity and nature of the harassment. The punishment must fit the crime. Waiting until graduation to enforce disciplinary action against a student who raped another student will not meet this test. Institutions must also insure that their response does not penalize the victim — for example, by rearranging her schedule or living arrangements to limit contact with the harasser, instead of modifying those of the harasser.

Institutions should train employees in how to identify and report sexual harassment to designated officials, who can take appropriate corrective action. Failing to do so places institutions at risk of legal liability.

Copies of the Guidance, which appeared in the March 13, 1997, *Federal Register*, can be obtained from the U.S. Department of Education, Office for Civil Rights; or by contacting your U.S. Representative or Senator. The Office for Civil Rights will provide a camera-ready copy of the Guidance to organizations that want to reproduce it or post it on their Web site. The document's title is *Sexual Harassment Guidance — Harassment of Students by School Employees, Other Students or Third Parties.*

ENGINEERING ETHICS CLASS TEACHES ABOUT SEXUAL HARASSMENT

An engineering ethics class at the University of Calgary includes one session on gender ethics in the workplace and at the university. Initiated by the engineering faculty, the class offers a brief educational experience to prepare students for a changing workplace where women are more common and sexual harassment is illegal.

The one and a half-hour session is part of the first- and fourth-year courses in ethics. Students are held accountable for material presented at all sessions of the course, including the portion on gender ethics.

The sessions involve a panel of several men and women who review key concepts of sexual and gender-related problematic behavior.

After a female faculty member describes her own student and work experiences and those of some of her friends, the university's sexual harassment advisor describes the institution's policy and procedures on sexual harassment. A few women engineers then discuss some of their experiences with gender and sexual harassment. A male engineer from a major firm follows with a description of sexual harassment policies in the workplace.

Short case vignettes are presented for discussion in small groups, followed by large-group discussion. Generally two vignettes are discussed. The first-person accounts are current and compelling, and provide powerful personal perspectives on the impact of sexually harassing behaviors.

Among the materials distributed are copies of the institution's policy, strategies for dealing with sexual harassment when it occurs, a handout on writing a confidential letter to the alleged harasser, cartoons, and newspaper accounts of cases. Evaluation of the class has been very good, with close to 90 percent of the students finding the materials helpful.

The concept of including gender and sexual harassment issues in an existing engineering course, particularly in a traditionally male field, is one that can be extended to other fields.

For additional information, contact Shirley Voyna Wilson, Sexual Harassment Advisor, University of Calgary, MacEwan Student Centre 375, 2500 University Drive, NW. Calgary, Alberta, Canada T2N 1N4. (403) 220-4086. E-mail: *57404@ucdasvm1.admin.ucalgary.ca.*

SUPREME COURT PROHIBITS RETALIATION AGAINST FORMER EMPLOYEES

In a unanimous decision, the U.S. Supreme Court ruled that Title VII protects employees who file complaints of discrimination from retaliation, even if the retaliation takes place *after* they are no longer working for the employer and the retaliation takes the form of a negative job recommendation. The decision was written by Justice Clarence Thomas.

Although the case involved Shell Oil Company, the decision affects higher education as well. Those institutions that give poor letters of recommendation in retaliation for filing a complaint are as likely to fall under the Supreme Court's ruling as any other employer.

SWEDISH UNIVERSITIES INCREASE ACTIONS TO DEAL WITH SEXUAL HARASSMENT

A survey at the University of Stockholm found that 12 percent of all female employees had experienced some form of sexual harassment on the job, and a large proportion of re-

searchers (mostly Ph.D. students) were among those reporting sexual harassment. All of Sweden's universities have now adopted "action plans," although few complaints have been filed.

Since 1993, Swedish law has required higher education institutions to protect employees from sexual harassment, but the law said nothing about student-to-student harassment. A court recently overruled the University of Stockholm's one-month suspension of a student who had taunted and abused a fellow student who refused his advances. The court found that the institution had no authority to discipline a student for sexual harassment. As a result of that decision, the Ministry of Education and Science is expected to draft regulations allowing institutions to discipline students in cases of student-to-student harassment.

SEXUAL HARASSMENT RESOURCES

For further information on sexual harassment, the following resources should prove useful:

• *For Schools of Education:* Because student-to-student harassment is covered by Title IX, schools of education might want to develop materials for their students on the issue. The Center for Research at Wellesley College has had a *Sexual Harassment in Schools Project* for several years and has developed several resources on the subject. For a list of these resources, contact the Center at 106 Central Street, Wellesley, MA 02181-8259. An April 1997 project brochure lists resources developed by the Center as well as additional articles by its director and others.

• *EEOC on the Web:* The Equal Employment Opportunity Commission, which enforces Title VII, now has its own home page that includes the text of the law, information about EEOC, press releases, fact sheets, contact locations and phone numbers. See: **http://www.eeoc.gov/**.

• *Case summaries of major cases involving sexual harassment and discrimination:* James Publishing recently published a book containing a digest of all cases summarized in its newsletter from June 1996 through February 1997. The summaries are succinct and well-written. The 164-page book, *Sexual Harassment and Discrimination Digest*, was written by Elizabeth Torphy-Donsella and Bruce Harrison. It is issued annually as part of the subscription to *Sexual Harassment and Discrimination Reporter*. For information, call 1-800-440-4780. The newsletter covers a wide range of issues and is seeking articles (1,000 to 5,000 words) from experienced practitioners, psychologists and other experts.

COMPANY THAT MAKES "ROOFIES" WILL PAY FOR TESTING OF RAPE VICTIMS

Although it is illegal to import rohypnol, commonly known as a "roofie," the drug is still appearing on campuses. Rohypnol is the drug that causes memory loss and blackouts, with effects worse than alcohol. Several schools have reported that it has been used to rape women, although data supporting this are hard to obtain.

Hoffman La Roche, the drug's manufacturer, will pay for drug testing of women alleging rape. The drug can be detected for up to 60 hours. Hoffman La Roche has a toll-free number for police, rape crisis centers and law enforcement units to call if the drug is suspected in the use of a crime. Call 1-800-526-6367.

AROUND THE CAMPUS

"FEMINIST" — NOT A GOOD WORD ON CAMPUS

When nearly 200 undergraduate women at Vanderbilt University were asked if they call themselves feminists, only 36 percent said they did. In contrast, 97 percent felt that greater gains can be made for women. When asked why they did not consider themselves feminists, several made comments such as, "feminists are too radical" or "I'm not that extreme."

Although the percentages of white, Hispanic and Asian-American women calling themselves feminists was similar to the overall total, 66 percent of African American women called themselves feminists. The finding is similar to other studies finding that African American women were more likely to call themselves feminists than white women.

Bronwin Blass conducted the survey as part of a report she wrote for a seminar.

E-MENTORING FOR WOMEN STUDENTS

A long range project, the Electronic Industrial Mentoring Program, is pair-

ing undergraduate and graduate students at all levels who are considering careers in industry with mentors in industrial sites via e-mail. Interested students are paired with similarly interested industrial mentors who, through a structured program, become acquainted, establish goals for their mentoring relationship, and continue their relationship via e-mail. The mentors are not limited to women.

Dartmouth College is testing the program and hopes to reach 5000 student-mentor pairs at an estimated 100 institutions.

For further information, contact Carol B. Muller, Associate Dean, Thayer School of Engineering, Dartmouth College, Hanover, NH 03755. 603 646-3058. E-mail: *carol.b.muller@dartmouth.edu*.

GRADUATE STUDENTS MENTOR UNDERGRADUATES

At the University of Virginia, the Women's Center facilitates the mentoring of undergraduate students by women in graduate programs, such as chemistry, physics, biosciences, and medicine, who are doing advanced work in the discipline in which the undergraduate is interested.

For information about the Women in Science Mentor Program, contact the Center at The Corner Building, Box 323, HSC, Charlottesville, VA 22908. The Center also has a registry of women alumni, all professionals in a variety of fields, who are willing to explore career development and other work issues with students.

TRAVELING WORKSHOPS

The University of Virginia Women's Center provides a variety of workshops and outreach programs in the Charlottesville area for groups, organizations and residence halls. The Center lists 11 workshops in its recent calendar, covering issues such as stress, courtship/dating violence, communication between men and women, returning to school as an older student, gay issues, and the beauty myth. For more information contact the Center at the address listed in the preceding article.

SAT MATH SCORES AND ADMISSION TO MIT

Although women's verbal scores on the Scholastic Assessment Test (SAT) are comparable to men's, women generally lag behind men on the math portion of the test. In 1996, men averaged 527 on the math portion of the SAT, compared to women's average of 492.

Despite their lower SAT scores, the women admitted to MIT perform academically just as well as their male counterparts.

The problem is not just that women score lower than men on the math section, but that the test underpredicts the women's college performance. In recognition of the test's unreliability as a predictor of success for women, the Massachusetts Institute of Technology has for several years admitted women whose scores on the math portion of the SAT are lower than those of the men who are admitted.

Despite their lower SAT scores, the women admitted to MIT perform academically just as well as their male counterparts.

Women are 42 percent of the students at MIT; their number would be fewer if the school relied more heavily on the SAT test scores.

GOODBYE TO FRATERNITIES

Bowdoin College (ME) is ending fraternity life on its campus. It plans to phase out its eight fraternities and replace them with a house system. New students will be assigned to one of 12 residences.

RESOURCES FOR STUDENT ADVOCACY

Following are two new resources on student advocacy:

• A newsletter providing information about student activism on reproductive freedom is published by the Civil Liberties and Public Policy Program, S.S. 34901, Hampshire College, Amherst, MA 01002.

The newsletter describes student activities and provides data and information about the subject.

• The Center of Campus Organizing provides information about how to organize campus activities around a wide range of issues, many of concern to women. *Campus Organizing Guide for Peace and Justice Groups* ($1) provides information on how to start a group, meetings and group process, planning an event or campaign, publicity, building membership and support base, and nonviolent direct action.

A variety of *Action Alerts* also are available (five for $1) on such issues as Abortion Access; Academic Racism; Stopping Fraternity Abuse; Gay, Lesbian and Bi Issues; Violence Against Women, and How to Start a Feminist Group on Campus.

Also obtainable (five for $1) is the Center's flyer, *13 Myths of Sexual Assault*.

For further information contact the Center at Box 748, Cambridge, MA 02142. (617) 354-9363. E-mail: *cco@igc.apc.org*; web page: **http://www/cco/orgs/**.

DISTURBING STATISTICS

Recent statistics on the status of women vis-a-vis men in the workplace reveal some disturbing trends:

- College-educated women earn only $794 more per year than white men who never attended college, and $14,217 less than college-educated men.
- Even among recent college graduates, women earn 15.7 percent less than men.
- College-educated Black women earn $2,558 less than white male high school graduates. College-educated Black and Hispanic women earn $17,549 and $14,779 less, respectively, than white college-educated males.
- The National Academy of Sciences reports that one third to one half of the difference in wages between women and men cannot be accounted for by differences in education, experience or other qualifications.
- The National Committee on Pay Equity notes that the average woman loses about $420,000 over her lifetime to unequal pay practices. For further information, contact the Committee at 1126 Sixteenth Street, NW, Suite 411, Washington, DC 20036.

Even among recent college graduates, women earn 15.7 percent less than men.

COMPUTER HARASSMENT

E-mail harassment rising: women are most frequent targets — Hate messages on e-mail against people of color and women seems to be increasing as e-mail becomes one of the most popular means of campus communication. A survey of a very large mid-Atlantic university by the Prejudice Institute, Baltimore, found that sexual harassment of women by e-mail was four to five times more likely than racial or ethnic harassment. Ten percent of women who responded said they had received threatening e-mail communications, compared to only three percent of the respondents who had received racial or ethnic hate mail. Sometimes harassing students used phony names or other students' names so that messages could not easily be traced.

Although many institutions have policies against hate and harassing e-mail, free speech considerations often make people reluctant to file charges and institutions reluctant to take strong action. However, hate or sexual harassment mail, coupled with threats of violence, are clearly grounds for criminal charges. Additionally the federal hate-crime statutes can be invoked. Ten such charges have been brought against a student at the University of California at Irvine who threatened 58 students, most of them Asian-Americans. This marks the first time the federal government has prosecuted a hate crime committed on the Internet. (To learn about MIT's innovative method of dealing with harassing e-mail messages, see *About Women on Campus*, Vol. 4, No. 1, pp. 2-3, Winter 1995.)

Computer jokes: a new legal problem — Some lawyers and other experts are predicting that there will be a new wave of litigation in which employees produce e-mail messages as evidence of discrimination on the basis of race, color, national origin, religion, sex and age. Indeed, some attorneys seeking evidence to prove or disprove discrimination are routinely asking companies to retrieve e-mail from their computer systems.

At least three major companies (R.R. Donnelley and Sons Co., Morgan Stanley & Co., and Citicorps' Citibank N.A.) have been sued by Black employees alleging discrimination as a result of messages sent by e-mail. In 1995 Chevron Corp. agreed to pay four women a total of $2.2 million to settle a sexual harassment case in which the plaintiffs produced, among other evidence, e-mail containing sexist jokes about "why beer is better than women." Such jokes and humor can create a hostile environment.

Colleges and universities are covered by the same discrimination-in-employment laws, as well as by Title IX, which covers students and employees. Title IX also prohibits student-to-student harassment, so hostile jokes or demeaning and obscene comments about women can lead to Title IX complaints. Institutions are most likely to be liable if they have no policy concerning e-mail, do not respond to complaints (formal or informal) and/or do not stop harassment once they knew or should have known that it was occurring. Institutions should include information about computer usage in their employee training and similarly inform students.

Many students and employees are unaware that deleted messages can often be traced and retrieved.

HOW SWEDEN, FINLAND AND NORWAY ATTRACT WOMEN TO SCIENCE AND COMPUTERS

Sweden, Finland and Norway have developed several innovative programs to attract women to science and computers:

• The University of Luleå, Sweden's northernmost college, has developed a women-only program to encourage women to study computer science.

The school offers a "bridge" year for incoming students who enroll in a technical program but lack an adequate background in mathematics and science. The second year is the first year of the basic course of study in computer science.

The University offers bridge year programs in several technical areas; this is the only one restricted to women. Women's enrollment in computer science dropped to four percent in the early 1990's.

The School of Engineering also aggressively recruits women in high schools and uses female students as mentors. Women comprise 30 percent of the students.

• Five universities in Finland that have schools of technology offer a program similar to the bridge year, providing an additional year with special introductory courses for persons who lack adequate preparation for technical study. Most of the students are women.

• In Norway, the University of Science and Technology is reserving 30 places for women (out of 200) in its computer science program and plans to actively recruit women to fill those slots.

Women are only six percent of the students currently enrolled in computer science.

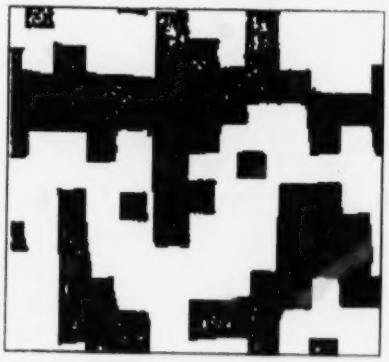
RESOURCES FOR RECRUITING WOMEN TO ENGINEERING

Following are some useful resources for institutions interested in recruiting more women to engineering:

Increasing Women's Access for Women in Engineering includes an *administrator's guide* (319 pages) and an accompanying volume of *supporting documents* (410 pages) that will help institutions develop or expand programs to increase the enrollment and retention of women in engineering. Eight chapters discuss managing and evaluating programs, funding, assessing the climate, pre-college programs, labs and presentations for pre-college students, retention programs, mentoring programs, and facilitating community college transfers.

The volume of supporting documents includes climate surveys, evaluation forms, a sample proposal, letters, agendas, and brochures. For more information contact Susan Staffing Metz, Stevens Institute of Technology, Castle Point on Hudson, Hoboken, NJ 07030. (210) 216-5245. E-mail: *smetz@stevens-tech.edu*. To order, contact WEPAN Member Services, 1284 CIVL Building, Room G293, West Lafayette, IN 47907-1284, (317) 494-5387.

E-mail: *wiep@ecn.purdue.edu*. Cost for members is $80; for non-members, $120.



AT WORK IN ACADEME AND ELSEWHERE

AFFIRMATIVE ACTION HIRES AFFIRMED

A prevailing myth is that affirmative action has flooded the workplace with unqualified and underperforming women and minority employees. Is this true? In a study of more than 3,200 randomly selected worksites in Detroit, Boston, Atlanta and Los Angeles, two Michigan State economists examined employees who had been identified by their employers as having been hired, in part, as a consequence of an affirmative action plan. These employees were then compared to white men in comparable jobs and to employees hired by companies without affirmative action plans.

The findings showed that, as a group, affirmative action hires appear to do just as well or better than white males on the job. Differences in qualifications between affirmative action hires and white men were small. White males were somewhat better educated than women and minorities holding similar jobs, with the differences ranging from a few months to more than a year of formal schooling.

When the researchers analyzed performance, however, there were two substantial differences: African American females generally out-performed white males, according to job evaluations filled out by their supervisors, with white females, Black males, and Hispanic females performing similarly to white males in similar firms. Latino men, however, had significantly lower ratings than their Anglo counterparts.

Although the research did not cover academic institutions, one might expect similar findings. The research was conducted by Harry Holzner and David Neumark at Michigan State University, East Lansing, MI 48824.

CLARK COLLEGE SUSPENDS PROFESSOR FOR DOWNLOADING PORNOGRAPHY

Clark College (WA) has suspended a professor of mathematics and computer science for downloading pornographic images from the Internet to his college-owned computer.

Dennis Watson admitted to using the computer for personal use and agreed to pay a $2,500 fine to the state ethics board. His suspension without pay was to end in June 1997, and he is prohibited from accessing the Internet from campus for one year. Additionally, he was removed from his post as head of the computer science department.

PRINCETON CREATES FAMILY-FRIENDLY SNOW DAY POLICY

When schools are closed because of snowy weather, many parents have difficulty finding emergency care for their children. Princeton University has come up with a novel solution: it offers a "snow camp" for employees' children in one of its gyms. The children play games and watch movies.

EDITOR'S CHOICE

Ms Mentor Tells All ... Ms. Mentor, the academic counterpart of Miss Manners, began in 1992 as a column in *Concerns*, the journal of the Women's Caucus for the Modern Languages. The success of the column in dealing with women's problems in academe has led to the publication of *Ms. Mentor's Impeccable Advice for Women in Academia* by Emily Toth.

Ms. Mentor is witty, sensible, intelligent and above all practical as she discusses the problems faced by women and ways they can deal with them. She covers a wide range of issues, such as surviving graduate school, job hunting, attending conferences, the pleasures and perils of teaching, and life on the tenure track and after. She also answers troubling questions, such as how to cope with illegal questions in an interview and "Why do bozos get tenure?" Some entries deal with sexuality, both straight and lesbian, as encountered in the academic workplace.

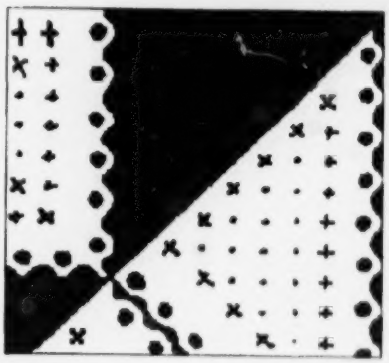
Ms. Mentor will appeal to most women in higher education, but also to those in professional fields who face similar problems. For help with sensitive issues, especially those not discussed openly, Ms. Mentor is the only place to turn. It is a delight to read a book about serious issues that also makes you smile and giggle.

Toth, who is the real Ms. Mentor, teaches English at Louisiana State University. Her new book is published by the University of Pennsylvania Press, 4200 Pine Street, Philadelphia, PA 19104-4090. (215) 898-6261. The 232-page book costs $15.95.

Faces of Feminism: An Activist's Reflections on the Women's Movement... Sheila Tobias has done it again. She's written another insightful book. This one is about the women's movement — where it has been and where it is going. Tobias was an important player in the second wave of feminism, and she chronicles and critiques feminism's strategies. She briefly describes the early political history of women's rights, starting with the 19th century reform movement, and chronicles women's rights to the present day. She discusses a wide range of issues, including feminist theory and the new scholarship on women and includes information that has rarely appeared elsewhere. Throughout the book Tobias focuses on the interplay between the women's movement and American politics.

Tobias describes first generation feminist issues, such as equal pay and equal access to credit; second generation issues, such as reproductive rights and equal access to sports; and third generation issues, such as pornography, surrogacy, women in the military, comparable worth and the "mommy track," noting that issues get tougher and more complicated as patriarchy unravels.

This is a first rate book that is definitely worth reading. Tobias' goal was to "make understandable not so much the flow of events as the bigger picture against which these events were taking place." She succeeds admirably.



WOMEN'S STUDIES

PROGRAM INVOLVES COMMUNITY ACTIVISTS

The Five College Women's Studies Research Center, comprised of Amherst, Smith, Mount Holyoke, Hampshire and the University of Massachusetts, recently started a Community Associates Program to bring in women working in the community and provide them with the resources of the Center and the Five Colleges. The only criteria are that the women must be working in school- or community-based agencies in Western Massachusetts and want to research an issue of significance to women.

Among the associates in the first year of the program is a community college teacher who is studying women from disadvantaged backgrounds who, against the odds, became teachers, athletes, business owners or journalists. Other associates include a high school teacher, an advocate for teenagers on welfare, and a food-stamp outreach worker. The women have access to faculty, libraries and special collections, and are given office space. Since there are no stipends, the associates continue working while they are in the program.

There are about 350 women's studies faculty in the Five Colleges. The Center, located at Mount Holyoke College, offers seminars, talks and colloquia, and invites researchers from around the world for residencies up to a year. For further information, contact Gail Hornstein, Director of the Center at Mount Holyoke College, South Hadley, MA 01075.

GRADUATE CONSORTIUM PIONEERS NEW STRUCTURE FOR LEARNING AND TEACHING

In an unusual consortium, several degree-granting institutions in the Boston area have joined together to advance women's studies scholarship in a series of team-taught graduate seminars offered at Radcliffe College. The consortium is designed to help both faculty and students move the field of women's studies forward and train the next generation of feminist scholars in the art of interdisciplinary thinking and research.

Faculty are drawn from Boston College, Brandeis University, Harvard Divinity School, Harvard Graduate School of Arts and Sciences, Harvard Graduate School of Education, Massachusetts Institute of Technology, Northeastern University, Radcliffe College and Tufts University.

The consortium provides an institutional context for scholarly collaboration in graduate seminars. The seminars involve interdisciplinary inquiry deliberately aimed at overcoming the current fragmentary development of gender theory along traditional disciplinary lines. Systematic attention is paid to the intersections of race, class, culture and gender as categories of analysis, as well as to the examination of theoretical formulations for public policy and practice.

One of the unique qualities of the consortium is its interdisciplinary approach. In many interdisciplinary team-taught courses in women's studies or other areas, faculty members present their discipline's point of view. At the consortium there is considerable interaction and collaboration, with much questioning of each discipline's approach, and much attention is paid to the differences, so they can be integrated into something new. An article describing the history of the consortium, "Inventing a Feminist Institution in Boston: An Informal History of the Graduate Consortium in Women's Studies at Radcliffe College," appeared in the *National Association of Women Studies Journal*, August 1996. For additional information, contact Renee Fall, Director of the Graduate Consortium in Women's Studies, Radcliffe College, 10 Garden Street, Cambridge, MA 02138, (617) 496-3022. E-mail: *fall@radcliffe.edu*.

STUDENTS OF WOMEN'S STUDIES ORGANIZE AT OHIO STATE

Both undergraduate and graduate students in the Women's Studies Program at Ohio State University have organized groups to bring students together. The recently organized Women's Studies Undergraduate Forum conducts programs of interest to undergraduate students, such as a women's studies faculty lecture series and a panel on graduate school admissions.

The Women's Studies Graduate Association, also new, emerged out of a retreat held to plan activities for the 25th year of women's studies at Ohio State and to discuss ways to welcome incoming graduate students. The graduate group, which works with the undergraduate organization as well, is planning to work with high school students to increase their awareness of the women's studies program at Ohio

State (see article below).

The Ohio State program offers 146 courses with 36 courses cross-listed in other departments. More than 3,200 students were enrolled in women's studies courses during 1995-96.

WOMEN'S STUDIES REACHES OUT TO HIGH SCHOOL STUDENTS

As part of its Women's Luncheon series, the Department of Women's Studies at Ohio State University invites a group of high school juniors who exhibit intellectual curiosity and academic excellence to participate. Each year, a group of honorees is invited to one of the presentations and then has an opportunity to meet privately with the scholar to discuss the topic further. At a recent presentation by Paulette Pierce on black women and success, 28 high school girls attended. For further information, contact the department at Ohio State University, 286 University Hall, 230 Nor Oval Mall, Columbus, OH 43210-1311.

WOMEN'S STUDIES RESOURCES

If your institution is trying to create a more inclusive curriculum or keep its women's studies curricula current, consider the following resources:

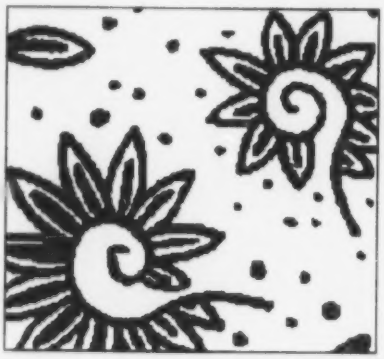
• *Women in the Curriculum: Resources for Creating a More Inclusive Curriculum in Higher and Secondary Education*. This free 17-page catalog lists directories, manuals and essays covering the basic information needed by educators to transform the curriculum and incorporate scholarship about women into the curriculum. The publications included are brief, user-friendly, and cross-referenced. The catalog includes a directory of curriculum transformation projects, a catalog of resources and an introductory bibliography, and advice on how to conduct projects and activities, use the Internet to find resources, and fund and evaluate projects. Resources for analysis and discussion also are listed.

The materials in the catalog were developed by the National Center for Curriculum Transformation Resources on Women and can be purchased individually or as a set. The free catalog can be obtained from the Institute for Teaching and Research on Women, Towson State University, 8000 York Road, Baltimore, MD 21252. 1-800-847-9922. Sample pages and tables of contents can be viewed on the Center's web page at **http://www.towson.edu.ncctrw/**.

• The Feminist Press, the oldest feminist publishing company, has a that lists new and current books. Categories include biography, fiction (including science fiction), African literature, Asian literature, children's books, travel, music, art, history, politics, health, medicine, science, and education. Over 130 books are described in the 48-page catalog.

For a free copy of the catalog write the Feminist Press at the City University of New York, 311 East 94th Street, New York, NY 10128-5684 or call (212) 360-5794.

• Greenwood Publishing Group's catalog covers similar topics, such as politics, abortion, history, sports, women and the arts (including film and theater), gender roles, sociology and anthropology, psychology, health, family studies and women in business and the sciences. The 50-page catalog describes about 200 books, many of which are reference or source books. The catalog can be obtained from the publisher at 88 Post Road, P.O. Box 5007, Westport, CT 06881-5007, (203) 226-3571. Their web site is at **http://www.greenwood.com/**.



WOMEN OF COLOR

WOMEN MORE LIKELY TO GRADUATE THAN MEN

Women are more likely than men of the same race to finish their undergraduate degree within six years. Asian-American women had the highest completion rate, 67 percent, compared to 62 percent for Asian-American Men. White women completed college at a high rate of 61 percent, compared to white men, whose rate was 57 percent. Forty-eight percent of Hispanic women students graduated within the six-year period, compared to 42 percent of Hispanic men. African-American women graduated at a rate of 41 percent, compared to a rate of 34 percent for African-American men. Native American women graduated at a rate of 40 percent, compared to Native American men, whose rate was 34 percent.

The 1994 data come from the *Fourteenth Annual Status Report on Minorities in Higher Education* by Deborah J. Carter and Reginald Wilson. The report costs $19.95, and is available from the American Council on Education, Publications Department, One Dupont Circle, NW, Washington, DC 20036.

BLACK WOMEN EARN TWICE AS MANY COLLEGE DEGREES AS BLACK MEN

Since the 1970's, the number of Black women earning bachelors degrees has increased by 55 percent, while the number of Black men earning bachelors degrees has increased by 20 percent. Black women now earn twice as many undergraduate degrees as Black men. Most striking is that 55 percent of the women who attained degrees come from very poor economic circumstances. The figures come from The College Fund, a coalition of the nation's historically Black colleges.

Even with the increases in degrees Blacks have attained, however, they have not yet reached parity with whites. Twenty-one percent of whites age 25 to 60 have college degrees, compared to 14 percent of similarly situated Blacks.

The data also showed that about five percent of university faculties are Black and that Black faculty receive tenure less often than their white counterparts. For further information, contact the College Fund (formerly The United Negro College Fund) at 8260 Willow Oaks Corporate Drive, Fairfax, VA 22031. (703) 205-3400.

RESOURCES ON WOMEN OF COLOR

Following are two useful resources, one on Hispanic women, the other on women of the Southwest:

• *Information about Hispanic women in academia.* "Mexican American Women in Higher Education: A Comparative Study" by Ruth E. Zambrana, Claudia Dorrington and Sally Alonzo Bell, and "Class-based, Gendered and Racialized Institutions of Higher Education: Everyday Life of Academia From the View of Chicana Faculty" by Mary Romero describe the Latina experience in higher education, an experience which has rarely been written about. The two articles appeared in *Race, Gender and Class: Latina/o American Voices*, a special issue devoted to the general topic of Latinas/os. A single copy of the issue, Vol. 4, No. 2, 1997 costs $7 and is available from Jean Ait Amber Belkhir, Editor, Michael Harrington Center, Queens College-CUNY, Flushing, NY 11367-1597. 718 997-3070.

• *Information about women of the Southwest.* A set of materials about American-Indian, Mexican-American and Anglo-American women writers of the Southwest is now available.

—*The Desert is No Lady: Southwestern Landscapes in Women's Writing and Art*, edited by Vera Norwood and Janice Monk, covers a century of women's work. Contact: University of Arizona Press, 1230 N. Park, Suite 102, University of Arizona, Tucson, AZ 85721. Cost: $17.95

—*The Desert is No Lady* is a 51-minute video presenting nine contemporary women writers and artists. Write to Women Make Movies, 462 Broadway, Suite 500D, New York, NY 10013. Rental: $90; purchase: $275.

—*The Desert is No Lady: A Guide for Viewers and Teachers* by Judy Temple profiles the women in the video, provides background information and readings, ideas for discussion, location maps, and a glossary and pronunciation guide. Contact the Southwest Institute for Research on Women, 102 Douglas Building, University of Arizona, Tucson, AZ 85721. Single copies: $1.50; bulk rates available.

Health Occupations Education

Applications are being accepted for a nine month, tenure track, Assistant Professor position in the Department of Curriculum and Instruction at North Carolina State University. The Health Occupations Education program is an undergraduate curriculum designed to prepare credentialed health professionals for a variety of roles in education.

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Send a complete vita, three letters of reference, and official copies of all transcripts to: Dr. Terrance P. O'Brien, Department of Curriculum and Instruction, Box 7801, North Carolina State University, Raleigh, NC 27695-7801 or call (919) 515-1743.

ACE OFFICE OF WOMEN IN HIGHER EDUCATION

CELEBRATION AND COMMITMENT

This year, as 50 State Coordinators gathered in Washington for the annual N.I.P. Leaders Meeting, it was different. Because 1997 marks the National Identification Program's 20th anniversary, the year ahead of us will be one of celebration, renewal and recommitment to the N.I.P. vision and goals.

The meeting began on a festive note with an anniversary dinner for State Coordinators, Executive Board members and staff, and the OWHE leaders, Donna Shavlik and Judy Touchton. Reflections and reminiscences were the order of the evening: speakers recounted their experiences from the N.I.P.'s early days, and underscored — again and again — the crucial support that was provided to and by the program's women members. The results of those efforts also were spotlighted: due largely to efforts of the N.I.P., the number of women occupying the top administrative posts at their educational institutions has tripled in the past 20 years. In 1975, only 148 colleges and universities (five percent of the total) had women presidents, while 453 (16 percent) of the total) were led by women in 1995.

Highlighting the annual dinner was a keynote address by Emily Taylor, one of the program's founding mothers. The celebratory spirit inspired by her remarks continued throughout the days and events that followed: the annual N.I.P. breakfast, the ACE annual meeting and the ACE luncheon. Emily's sense of pride and accomplishment was echoed by speakers at the luncheon: Lucie Lapovksy, ACE/N.I.P. Executive Board Chair, and Yolanda Moses, President of City College of New York and long-time N.I.P. member. Dr. Stanley O. Ikenberry, newly installed ACE president, also addressed the Leaders Meeting participants. Dr. Ikenberry praised the OWHE for the leadership role it has taken in advancing the cause of women in higher education and spoke to the significant difference women have made, and can continue to make, in academe. He pledged that, under his leadership, ACE will continue to support the activities of the OWHE and the National Identification Program.

This year's Leadership Award was presented to the WILL Program at Westhampton College, University of Richmond. Recognized by the N.I.P. as an outstanding approach to advancing women in higher education, the WILL Program fosters the education and development of women students through a holistic approach including women's studies, internships, and seminars. Honorable Mention was awarded to The Company of Women, a program that combines the arts and scholarship with activism on behalf of girls and women. This program was noted for its unique use of theatrical activities and methods in helping women sustain and recover their voices.

The February Leaders Meeting, coupled with the events of the ACE conference, provided a forum for celebrating the strides taken on behalf of women educators in all 50 states, and for calling upon women across the country to recommit to the N.I.P. vision. Meeting participants recognize that, while a significant amount has been accomplished during the past 20 years, much more remains to be done as we approach, and then enter, the 21st Century. Fresh perspectives and new paradigms will be required as we continue our collective quest to make women's voices prominent in the educational sphere and integrally involved in creating a world agenda. To be sure, the National Identification Program has made a difference to women in education, but we cannot afford to mix pride with complacency. Let us congratulate ourselves on a job well done, while recommitting ourselves to the challenges of the next two decades.

"When nothing is sure, everything is possible." — Margaret Drabble

Notes prepared by Dr. Carol A. Moore, Provost and Vice President for Academic Affairs, Mercy College, Dobbs Ferry, NY

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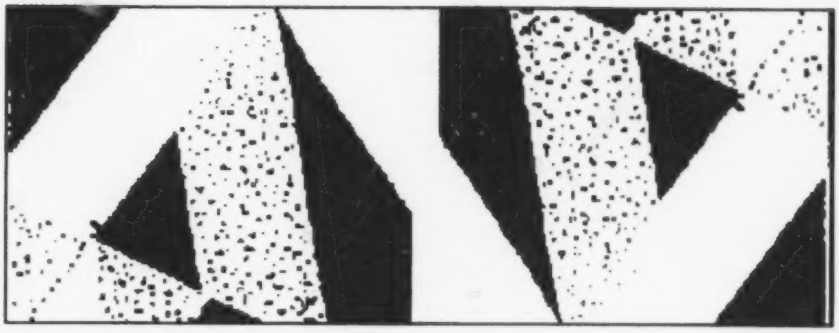

ABOUT WOMEN ON CAMPUS

FALL 1997 • VOLUME 6 • NUMBER 4

HANDLING SEXUAL HARASSMENT

by Bernice R. Sandler

Sexual harassment is a public problem requiring institutions to develop public strategies to prevent and stop it. However, individuals often need an array of their own strategies to use when sexual harassment strikes.

Here are some responses that individuals may find helpful when faced with sexual overtures, sexist remarks, sexual jokes and the like. The idea in many of these strategies is to break the cycle of sexual harassment by doing something unexpected. Not everyone will be comfortable with all of these responses nor are all appropriate for every situation. Some harassers will keep on harassing no matter what you do or say.

These strategies may also encourage you to develop other strategies on your own. If you have strategies to share, send them along to me and we'll try to publish a sequel to this article.

Keep in mind that many people who experience sexual harassment and feel uncomfortable may initially not recognize the behavior as sexual harassment. Often there is a tendency on the part of the person who experienced the behavior and others she may tell about it to minimize or deny the behavior by saying, "I'm sure he didn't really mean it," or "It's really no big deal," or "I must be imagining this." Sometimes if the harasser is a respected person, someone in authority, or a close friend, denial and shock may set in so that the person who is harassed is simply unable to deal with the incident(s) for several days or weeks.

Strategies

- *The "Miss Manners' Approach:* "I beg your pardon!" This, coupled with strong facial expressions of shock, dismay and disgust can be used whenever you cannot think of anything else to say or do. A variant of this is "I can't believe you actually said that!"
- *Naming or Describing the Behavior:* "That comment is offensive to women; it is unprofessional and probably is sexual harassment. That behavior has to stop," or "This is the third time you have put your arm around me. I don't like it and I don't want you to do that anymore."
- *Pretending Not to Understand:* This is particularly useful with sexist or sexual remarks and jokes. You keep a deadpan expression and state that you "don't get the point of this," or "I don't understand what this means." You follow up by asking the person to repeat whatever it is they just said, and again claim that you don't understand what they mean. There is nothing worse for a joke teller or someone who thinks he

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The mission of the National Association for Women in Education is to address issues in higher education, with particular attention to the interests, scholarship, and advancement of women educators and students. In a supportive, diverse organizational environment for educators from a broad range of specialties, NAWE develops leaders for today and tomorrow.

or she has made a clever remark than to be told that someone didn't "get it." You keep claiming you don't understand the point of the remark or joke. Hopefully, the other person will understand that the behavior is inappropriate, but even if he does not, he may not make these remarks to you anymore because he will think you have no sense of humor or are not responding to the "jokes" in the way that he wanted.

• *Using Humor:* Humor and playfulness are good ways to handle these issues if you can think of something immediately because they connote strength. They are ways of saying that the comment didn't get to you and did not accomplish what the speaker wanted it to do, which typically is to make you uncomfortable. Unfortunately, many of us think of wonderful, funny remarks later, when they aren't needed. However, here are some standard responses which, said lightly and jokingly, might be useful:

"Uh-Oh! That's sexual harassment—you had better watch out before you get in big trouble."

"Is this a test to see how I handle sexual harassment?" (This could also be said without humor.)

"Are you sexually harassing me again? I'm going to have to call the sexual harassment committee [EEOC, attorney, affirmative action officer, etc.] right now."

Sometimes in an attempt to cope with sexually harassing remarks, women may laugh at the harasser's behavior, joke back at the harasser, or initiate sexual joking or a sexual discussion. This behavior is rarely successful in stopping sexual harassment because the harasser does not recognize that the behavior he is engaging in is not welcomed by the woman; thus he continues his behavior.

• *The Sexual Harassment Notebook:* Buy a notebook and write in bold letters on the cover, "Sexual Harassment." When the behavior happens, take out the notebook and casually state, "Could you say that again? I want to write it down." Make a big show of asking for the date, time, checking the place you are at, etc. If asked why you are writing things down, blandly say, "I'm just writing things down," or "I'm thinking of writing a book about sexual harassment." (Should the harasser/s grab the notebook—a rare response—just walk away from the situation.)

• *The Sexual Harassment Research Project:* This is a variant of the Sexual Harassment Notebook and is particularly helpful in dealing with recurrent sexual harassment, including harassment by a group. Upon hearing the remark, whip out a form (written in advance) and say, "I'm so glad you said that. I'm doing research on sexual harassment. Would you mind if I ask you some questions?" The questions are about sexual harassment, such as "How often do you do this?" "How do you choose people to harass?" "Do you discuss this with your girl friend or your mother?" You can make up your own form or a women's center might be willing to come up with one. A ready-made form called the Confrontation Survey is available from the DC Rape Crisis Center, P.O. Box 21005, Washington, DC 20009.

• *Writing a Letter to the Perpetrator:* This technique, developed by Mary Rowe of the Massachusetts Institute for Technology, has been extraordinarily successful in dealing with sexual harassment as well as other forms of interpersonal conflict. The letter consists of three parts:

Part I. The writer describes what happened in a very factual manner without any evaluative words, such as

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"Last week you called me a 'bitch' and a 'whore.'" Usually people agree about the facts but disagree about the interpretation of those facts. What the letter does is separate the facts from the feelings.

Part II. The writer describes how she feels about the incident(s), again without evaluating the perpetrator, such as, "I am very upset with this behavior. I find it offensive" or "I look at you and I want to throw up."

Part III. This part, usually very short, describes what the writer wants to have happen next: "I want this behavior to stop at once," or "I want to be treated in a professional manner, the way every employee [or student] has a right to be treated."

Typically, the letter is sent by certified mail, return receipt requested, which is a way of impressing upon the recipient that this is an important letter. (If it were just one or two sexist remarks, one might put the letter in the perpetrator's box. But the idea of having the person sign for the letter is a good one.) Additionally, sending the letter by certified mail provides the writer with evidence that the letter was received. Should the harassment continue, the letter can be used as evidence that sexual harassment existed and, along with the receipt, shows that the person harassed took steps to inform the perpetrator that the behavior was unwelcome.

The person keeps a copy of the letter for herself, but does not send a copy of it to anyone else. If, for example, the letter said "cc: the Dean," the recipient might charge into the Dean's office in an attempt to destroy the credibility of the writer. The letter works best if it is a private communication between two individuals.

The letter is successful about 90 to 95 percent of the time. It will not work with a very hostile person, someone who is sadistic, or with groups of harassers. Most of the time the harasser says nothing, but stops the behavior. Once in a while the harasser wants to apologize or explain, but it is best not to get into a discussion of the behavior. Simply say, "I don't want to discuss it. I just want the behavior to stop."

• *Keep a diary or some sort of record if sexual harassment happens more than once or if you experience a single serious incident:* Write down the date, time, place, witnesses, what happened and what was your response. Many months later it might be important to remember these details. Writing down what happened also can provide a better sense of what is happening, how often, when and where. Should you want to bring the information to someone in a position of authority or file a formal complaint, the written information can be considered as evidence that harassment was occurring.

• *Don't ignore sexual harassment in the hope that it will go away. It won't.* When women ignore sexual harassment it often is interpreted as a sign of approval: "She didn't say anything so she must like it." Being quiet about sexual harassment often allows it to continue. However, ignoring sexual harassment *when you feel unsafe* is a wise idea. If you feel unsafe (particularly if you are alone and in an isolated area), your first priority is to get out of the situation and go somewhere else. You can deal with what happened later.

• *Talk to others.* You are probably not the only one who is being harassed by this person. Virtually all harassers are serial harassers; their behavior with you is not likely to have been an isolated incident.

• *Read your institution's policy, brochures, and any other materials it publishes on sexual harassment.* This may help you understand more about sexual harassment and help you decide whether to use the institution's resources to deal with it.

• *Send a copy of the institution's policy or other materials on sexual harassment to the person who is making you uncomfortable, with the appropriate sections underlined.* If you do not want to send it under your name, often a women's group will send it, along with a note indicating that they thought it might be of interest to the recipient.

• *If you are a union member, talk to your union representative.*

• *If you are experiencing psychological stress, you may want to speak with a counselor or mental health professional who understands the problems that sexual harassment can cause.* Similarly, if you are experiencing physical symptoms (which can be caused by stress) consult a physician.

• *Report the behavior to the appropriate person, such as the individual in charge of sexual harassment.* You can bring a friend with you if that will make you feel more comfortable. The person in charge should be able to offer you options about how the situation could be handled, including informal and formal actions that you and/or the institution could take. For example, the institution could contact your unit or department, without mentioning your name, and provide training to those within it, noting that the institution is concerned about sexual harassment in that unit. (This is especially warranted if the harassment was public or if several persons complained about it.) A letter, with the policy enclosed, can also be sent to the harasser, reminding him that the institution will not tolerate sexual harassment. The person in charge might also choose to speak directly to the offender, inform-

ing him that his behavior may violate the institution's policy as well as federal law prohibiting sexual harassment. Whatever action the person in charge takes within the organization should include a statement about the prohibition against retaliation, along with examples of it. You might want to request that the person in charge speak directly to the alleged offender about the organization's prohibition against retaliation.

If you are willing, the person in charge may be able to arrange a carefully prepared meeting between you and the harasser to confront the issue and work out some sort of resolution. Be aware, however, that there is no requirement in law, nor should there be one in the policy, that you meet with the harasser if you do not want to.

Sometimes mediation is offered as a way to resolve sexual harassment issues. Traditional mediation is not always appropriate and should be used with great care. (See "Mediating Sexual Harassment" by Howard Gadlin in *Sexual Harassment on Campus: A Guide for Administrators, Faculty, and Students*, Bernice R. Sandler and Robert J. Shoop, ed., Allyn and Bacon, 1997.) If you decide that you want to engage in mediation be sure that the mediator is experienced in mediating sexual harassment complaints. Ask what he or she hopes to achieve by mediation, and have the person describe in great detail what the process will involve.

In some instances mediation techniques are used without the parties involved having to meet. The mediator goes back and forth between you and the harasser, talking to each separately, in order to work out a resolution. By such means, the mediator may, for example, get the offender to agree to reevaluate your work (or have someone else do it), stop the behavior, not retaliate and/or apologize in writing. At the same time the mediator may get you to agree not to file a formal charge and, on behalf of the institution, agree to keep the information confidential so long as there is not another instance of sexual harassment by the offender.

• *Keep records of all contacts with the institution.* If you feel your complaint is not taken seriously or handled appropriately, go up the administrative ladder and talk to someone else. Remember that the institution has a legal obligation to stop the harassment whether or not you file a formal complaint and even if you do not put the complaint in writing. If the harassment does not stop, consider other options.

• *File a formal complaint.* If informal methods, such as those just discussed, have not stopped the harassment, are inappropriate (e.g., the harassment, perhaps rape, is too serious for informal procedures), or are otherwise unacceptable to you (perhaps because you want the individual punished), you should file a formal complaint. Generally this is done within the institution. But when the organization or institution fails to respond appropriately, i.e., to stop the harassment after informal or formal complaints are made, you may want to file charges *outside* of the institution, either with the appropriate governmental agency or through the courts. Formal options are described below.

— *Filing a formal complaint with your institution.* Read the policy and talk to knowledgeable people about how the policy operates and what has happened in the past. (To evaluate the adequacy of your institution's policy see "Elements of a Good Policy" by Bernice R. Sandler in Sandler and Shoop, eds., *Sexual Harassment on Campus: A Guide for Administrators, Faculty, and Students*, Allyn and Bacon, 1997.) Ask if the people who will hear and investigate your case have had any training in sexual harassment issues. Ask how many formal complaints have been filed in the last few years and what the outcomes were. Ask to talk to someone who has filed a formal complaint and used the procedures. Ask in advance to ensure that both you and the accused will have the same rights and access to information. (In some proceedings the accused has been able to bring an advocate or an attorney to the proceedings and have character witnesses, but the person bringing the complaint was not allowed to do so.) Ask about time frames and how long it will take for the entire process, including any appeals, if allowed. Confirm in writing any oral conversations between you and the person who informed you of your rights, ending the note with a statement such as, "If I do not hear from you by next Friday, I will assume my understanding about the process is correct."

— *Filing a Title IX complaint with the U.S. Office for Civil Rights.* You can obtain more information about the Title IX complaint process from the U.S. Department of Education. Title IX covers all students and employees in institutions receiving federal aid or assistance, including financial aid. You do not need an attorney to file a complaint, although you retain the right to file a Title IX lawsuit should you later desire to do so. The investigation and findings may take a while but sometimes you can speed up the process by asking your two U.S. Senators and your Representative to write the Secretary of Education, asking that they be kept informed of the progress and results of the investigation.

— *Filing a Title VII complaint with the U.S. Equal Employment Opportunity Commission* (EEOC) *or your state's Fair Employment Practices Commission.* The

federal and state commissions work closely together. Title VII covers only employees, including student employees. You do not need an attorney to file a complaint. Should you desire to file a lawsuit under Title VII, you will need permission (usually given) from the EEOC.

— *Filing a civil lawsuit.* In addition to lawsuits filed under Title IX and Title VII, described earlier, civil lawsuits can be filed under state law, covering such areas as "intentional infliction of harm."

— *Pressing charges of sexual assault or sexual abuse.* Unwanted touching of one's private parts, such as breasts or genitals constitutes sexual assault or abuse in many states. Sexual assault or attempted sexual assault is illegal in every state. Report what happened to the police. You may want to take a friend with you when you report these allegations.

Last, but not least, work within your institution for preventive training and education programs, good policies and effective implementation of them.

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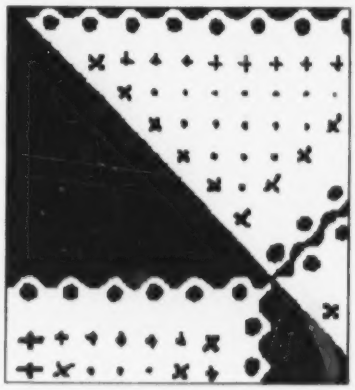


SEXUAL HARASSMENT

HIGH COURT TO HEAR CASE ON SAME SEX HARASSMENT

The Supreme Court has agreed to decide whether Title VII of the Civil Rights Act of 1964, the federal law that prohibits, among other things, employment discrimination on the basis of sex, applies to behavior between people of the same sex.

Although relatively few cases have been filed since the Civil Rights Act was passed, the number is increasing, with lower courts giving conflicting interpretations of the law. The case the Court will hear involves a male who was part of an all-male crew on an offshore oil rig. He resigned after complaining of sexual attacks and threats by a supervisor and two co-workers. He said they grabbed him, exposed themselves and threatened him with rape. The case has implications for academic employees as well, since they also are covered by Title VII.

The interpretation of Title IX of the Education Amendments of 1972 (which covers students and employees in institutions receiving federal assistance) generally follows the theories and concepts developed under Title VII; additionally, the guidance on sexual harassment issued by the U.S. Department of Education last spring specifies that same sex harassment is covered by Title IX.

SEXUAL HARASSMENT COMPLAINTS INCREASING

Sexual harassment complaints filed with the U.S. Department of Education under Title IX have been rising, from 25 cases filed against colleges in 1991 to 78 cases filed in 1996. Almost all of these cases involved students. Similarly, cases filed against K-12 institutions have increased from 11 in 1991 to 72 in 1996.

According to the Equal Employment Opportunity Commission, which enforces Title VII, the fastest growing area of employment discrimination cases is that of sexual harassment. In 1996 there were over 15,000 complaints, up from roughly 6,000 complaints in 1990, the year of the Thomas-Hill hearings. Experts believe that these hearings played a major role in the increase in cases.

The number of cases filed by men complaining about sexual harassment is also increasing. In 1990, eight percent of the cases were filed by men; in 1996, ten percent of the cases, about 1,500 complaints, were filed by men.

PURDUE HOLDS EMPLOYEES LIABLE FOR HARASSMENT

Purdue University's sexual harassment policy states: *Faculty and staff who are determined to have violated this policy [on sexual harassment] may be held personally liable for any damages, settlement costs, or expenses, including attorney fees incurred by the University.*

Although the policy has not yet been applied, it is thought to have a deterrent effect.

HOW THE UNIVERSITY OF WASHINGTON NOTIFIES EVERYONE ABOUT HARASSMENT

Each quarter the student newspaper of the University of Washington prints a letter from the president addressed to members of the campus community. The letter talks about and defines sexual harassment, discusses the responsibility of everyone to prevent it, and reprints the institution's policy on consensual relationships between students and employees.

SEXUAL HARASSMENT RESOURCES

• *Confronting Sexual Harassment: What Schools and Colleges Can Do* by Judith Berman Brandenburg examines why sexual harassment occurs and what schools at all levels can do to prevent and deal with it. The 173-page book covers definitions and origins, legal responsibilities, policies and grievance procedures, prevention efforts and educational strategies. It contains short, pithy and to-the-point discussion of major issues and problems.

About 40 percent of the book is devoted to appendices describing current state, local and institutional policies and grievance procedures. Included are excerpts and summaries of them, educational resources, federal organizations and selected laws on sexual harassment in schools, and a list of references.

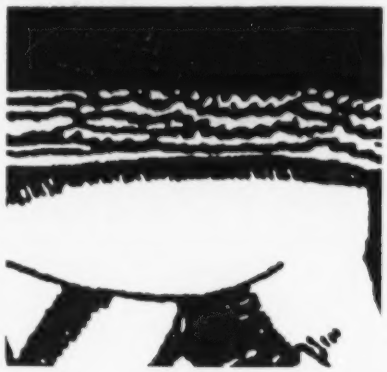
The paperback book is published by Teachers College Press, Teacher's College, Columbia University, New York, NY 10027.

• *Legal Resource Kit: Sexual Harassment in the Schools.* The NOW Legal Defense and Education Fund has developed this kit to help students and parents understand their legal rights under Title IX. The kit will also be of use to teachers who want their students to understand more about the obligations of Title IX. The kit focuses primarily on discrimination in elementary and secondary schools, but much of the information is appropriate at the postsecondary level.

The 24-page kit contains a description of sexual harassment in schools, a sample letter for filing a Title IX complaint, a blueprint for action that schools should take, and a resource list that includes Regional Desegregation Assistance Centers (which also handle sex discrimination). In addition, the kit includes lists of organizations, books and articles, pamphlets, and reports of surveys.

The kit sells for $5 from the NOW Legal Defense and Education Fund, 99 Hudson Street, New York, NY 10013-2815.

• *Fact Sheet on Sexual Harassment Legal Standards Under Title IX.* The 12-page fact sheet summarizes the state of the law and provides case citations as of June 1997 on sexual harassment at all levels of education. It covers administrative guidance from the U.S. Office for Civil Rights on standards for proving sexual harassment claims and how the courts have applied Title VII case law to Title IX sexual harassment cases. In addition, the Fact Sheet reviews how courts have ruled on teacher-student sexual harassment claims, harassment by school employees or visitors, and sexual harassment of students by other students. The Fact Sheet discusses liability standards, standards for recovering damages and proving "intent" in peer sexual harassment cases, individual liability under Title IX, suits involving school officials under 42 U.S.C. Sec. 1983, the statute of limitations for Title IX actions, and claims available to plaintiffs working at educational institutions. The Fact Sheet is free to attorneys and researchers. Contact the NOW Legal Defense and Education Fund.



WORKING IN ACADEME AND ELSEWHERE

COURT FINDS PATRONAGE KEEPS WOMEN OUT OF TOP COLLEGE JOBS

A U.S. District Court has found that Alabama's political patronage system is so pervasive that women have been illegally denied top jobs in the states's community, junior, and technical colleges. Judge Vanzetta P. McPherson found that staffing for many top jobs was reserved for politicians, almost all of whom are men.

The suit was brought by three women, a coordinator of financial aid and an admissions coordinator—whose titles the judge ordered to be changed to "Director"—and a dean of student services. The judge ordered the state to find a position for the dean comparable to what she would have received had there been no bias.

TENURE DENIALS FOR WOMEN AT YALE, HARVARD AND STANFORD STIR UP STORMS

At Yale, Diane B. Kunz was recommended for tenure by the department of history, but the Tenure Appointments Committee reversed the decision. Kunz, who is also an attorney, has

published more articles and books than anyone else who has come up for tenure in the past 30 years, according to a professor in her department. Another professor in the political science department, Sylvia Maxwell, was turned down for tenure by her department, which has never granted tenure to a female who came up from the ranks in the department.

At Harvard, president Neil Rudenstine denied tenure to Bonnie Honig, who had the endorsement of the government department and the next level committee. Her scholarship focuses on a feminist critique of political theory and won an award in 1994 from the American Political Science Association for the best first book in political theory. Fifteen prominent female professors at Harvard, including Carol Gilligan, wrote Rudentstine an angry letter questioning his publicly-stated commitment to women.

At Stanford, Karen Sawislak, a scholar in American labor history, was denied tenure by a panel of deans even though her department endorsed her. It was the seventh time the administration overturned a tenure recommendation from the history department. Six of those candidates were women. About 200 students gathered outside the office of the dean of humanities and sciences to protest the decisions. A group of graduate students has formed a coalition to support Sawislak for tenure and posted signs stating, "Stanford admitted Chelsea, but would it tenure her?"

The decisions are troubling because these institutions, along with other elite schools, have substantially lower proportions of women with tenure and without tenure than other institutions. Nationally, women comprise approximately 25 percent of the tenured ranks. At Stanford, they are 13.3 percent; at Yale they are 13.8 percent, and at Harvard, they are 11.5 percent of the tenured faculty of arts and sciences.

RADCLIFFE ALUMNAE PROD HARVARD TO HIRE MORE WOMEN

Since 1988 Radcliffe alumnae have been putting pressure on Harvard to ensure that more women will be hired at Harvard. Harvard has one of the lowest percentage of women faculty in the country—11.5 percent, compared to 14.7 percent at Princeton and 24.5 percent nationally.

The Committee for the Equality of Women at Harvard has been boycotting the university's $2 billion capital fund-raising campaign, urging Radcliffe and Harvard alumni to send their donations to an escrow account until the university adds more women to its faculty. So far, donors have put about $500,000 into the account. The committee has about 2,000 members, both men and women.

The Committee has asked President Neil Rudinstine to make a strong statement about the need for Harvard to make the hiring of outstanding women a top priority. It has asked Harvard to appoint a high-profile, blue-ribbon panel to address these concerns and to issue an annual report on the status of women throughout the university. The last and only time Harvard issued such a report for the faculty of Arts and Sciences was in 1971.

UC PROF SUES DAVIS MEDICAL SCHOOL

Assistant professor Sharon Wilson is suing the University of California Medical School at Davis on the grounds of race and sex discrimination. One of the two men named in the suit is Joseph Silva, Chair of Internal Medicine, who earlier was a defendant in another discrimination lawsuit.

Wilson, who is African American, was hired for a clinical staff position in emergency medicine with the promise that she could apply for a clinical teaching position within two years. When she learned of two such openings she was told the rules had changed and she was not eligible because she had not published. Two white men, junior to Wilson, were put forward for the positions. When the campus pressured the department to conduct a search before filling the jobs, the two white male candidates were assured that the jobs were theirs and given reduced clinical loads to do the research now required for these positions. In contrast, Wilson was refused a similar reduction in her hours.

A support group at Davis for Wilson is raising money for lawsuit expenses. For more information about the case, contact Marty West at (916) 758-0967. For more information on this case and others involving gender bias within the University of California System, subscribe to WAGE (We Advocate Gender Equity) at P.O. Box 8244, Berkeley, CA 94707. 510 525-6400. E-mail: *cshepard@ix.netcom.com/*. Regular dues are $35; for students, unemployed persons or those involved in litigation, dues are $15.

LOOKING FOR INFORMATION ABOUT WOMEN?

If you are looking for information about women, there is a good electronic resource. The National Women's History Project has many items of interest to help searches for information on women in many fields of endeavor. The project has links to other web pages, including those on women in science and technology. Web site: **http://www.nwhp.org/**

CORNELL'S WORKSHOP FOR MEN BACKFIRES

When the dean of engineering at Cornell University decided to hold a workshop on gender issues to "improve the atmosphere for women," it sounded like a good idea. The way it was planned, however, was a blueprint for how *not* to conduct a workshop on women's issues.

First, the workshop, as planned, was limited to men only, a violation of Title VII and Title IX, both of which prohibit activities limited either to men or women. (Although the workshop could have been aimed at men, women could not have been kept out if they decided to attend.)

Second, the workshop planned to focus on what men could do to protect themselves from women. A draft agenda stated that the men would be talking about "legal /liability aspects of teaching, advising, and working with women students and faculty."

Third, one workshop topic, "Dealing with Emotional Students," implied that women were more emotional than men.

Fourth, the men who were to attend were offered a $750 honorarium.

Thus, the focus was not on how men and women could interact, but on women as a source of danger for men. When the agenda became public and women faculty publicly attacked the workshop, John E. Hopcroft, the dean of engineering, canceled it, although he had earlier signed the memo approving it. He stated that it was just a coincidence that all those invited were men. At least one of the male invitees wrote the dean opposing the workshop. The dean has decided to seek "professional" advice on what the college should do in terms of discussing gender relations.

WOMEN FACULTY CONTINUE TO EARN LESS THAN MEN

Each year the American Association of University Professors issues its annual report on faculty salaries. As usual, this year's report notes that the survey continues to show "small but persistent differences in male and female pay within rank." For example, at research universities, where the gap is widest, male professors earn on average about ten percent more than female professors, and male assistant professors earn about eight percent more than their female counterparts.

At four-year colleges, the gap was less; at the full professor rank, for example, the gap was 5.5 percent.

WOMEN SYMPHONY APPLICANTS FARE BETTER IN BLIND AUDITIONS

Holding auditions with the player concealed behind a screen is a major reason for the increase of women hired for orchestral positions in symphony orchestras. Such "blind" auditions were adopted in the 1970s and 80s, and according to a recent study, they account for 30 to 55 percent of the increase in the number of women hired. Blind preliminary auditions increase the probability by 50 percent that women will go on to the next level.

The report was prepared by two economists, Cecelia Rouse of Princeton and Claudia Goldin of Harvard. The study is a good example of how women and their achievements are devalued. When gender is not known, women's achievements are more likely to be rated fairly.

AROUND THE CAMPUS

TOO MANY WOMEN AT PRIVATE LIBERAL ARTS COLLEGES?

For nearly two decades, more women have attended college than men, have graduated from high school, and are likely to go on to college—64 percent compared to 61 percent of men. Additionally, men who go to college are more likely to go to public institutions; thus, the gender gap among students is largest at private liberal arts colleges, where some administrators are sufficiently concerned to take steps to encourage the recruitment of men. For example, because women comprise 59 percent of the student body, Whitman College sent out a second recruitment mailing only to men—about 5,900 of them.

The Associated Colleges of the Midwest, which includes institutions such as Beloit, Carleton, Colorado and Knox Colleges, is conducting a study to determine why so many of its members have gender ratios in which women exceed men by more than the national average. At one college, according to the *Chronicle of Higher Education* (June 6, 1997), one admissions

dean is leaving because the president of his institution so desired a more balanced gender ratio that he sought to give men better financial aid packages, a violation of Title IX. The president also wanted to lower admission standards for men. Another college, Lebanon Valley, created an intercollegiate hockey team as a way of enrolling more men. (Unless the college is also creating additional opportunities for women in athletics, increasing athletic teams for men might put the institution in violation of Title IX.)

Private undergraduate institutions are exempt from Title IX's admissions requirements, but may admit men and women in different proportions or use different standards for men than women. However, there cannot be any discrimination *after* admission, such as in housing, financial aid, or athletics.

The problem of "too many women" is viewed somewhat differently by others: according to the *Chronicle* a female faculty member at Whitman, Lorraine Bayard De Volo, stated that she and other female professors believe the high number of women at the college should be celebrated because, only a few generations ago, higher education was closed to most women.

FRATS AT FIVE COLLEGES AGREE TO BAN ALCOHOL

As part of a pilot program, *Select 2000*, fraternities at five colleges are going dry. During the first year of the program, conducted by the National Interfraternity Conferences, frats 21 and older will be allowed to have alcohol in their rooms. After the first year, no one of any age will be allowed to have alcohol in fraternity buildings. Fraternities would still be permitted to have alcohol at parties held at hotels or other off-campus locations, however. Two national fraternities have also promised to ban alcohol in all chapters by year 2000. Sororities have always banned alcohol.

In recent years many fraternities have abolished keg parties, where the beer flowed freely, and many frats post warnings at parties about the dangers of drinking too much. However, a 1995 study by Harvard University found that 86 percent of fraternity members were binge drinkers, compared to 80 percent of sorority members, 45 percent of other male students and 36 percent of other female students. Binge drinking was defined as consuming five or more drinks in one sitting during the two weeks prior to the survey. Fraternity and sorority members comprise between 10 percent and 15 percent of all undergraduate students.

The five colleges are Southern Illinois University, Villanova (PA), Florida Southern University, Northern Colorado and Rochester Institute of Technology (NY).

SOME PROGRAMS ON EATING DISORDERS MAY DO MORE HARM THAN GOOD

Using student's personal stories to highlight a program on anorexia and bulimia may backfire. A study of a program at Stanford University suggests that students who had undergone treatment for these disorders too often admired the thinness of those warning them about the diseases. Three months after the presentation, students who attended displayed *more* symptoms of eating disorders than those who did not attend.

Many programs, especially those run by students without training, focus on behaviors which students may then imitate, rather than focusing on the factors causing the behavior, the emotional consequences, and how the person's family and friends were affected.

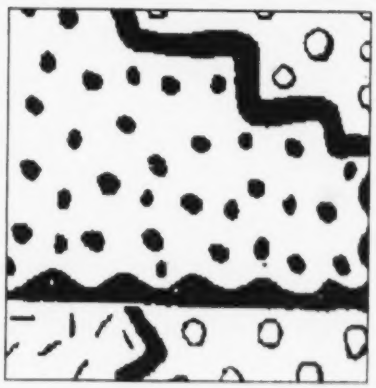
As a result of the study, the first to evaluate the effectiveness of an eating disorders program at a college campus, Stanford University revised its programs. Now, former victims of eating disorders do not talk about how little they ate, how much they exercised or how thin they became because these can be viewed as achievements. The study, by Traci Mann, was published in the May issue of *Health Psychology*.

ABORTION ISSUE FORCES ABANDONMENT OF HOSPITAL MERGER PLAN

The issue of abortion has forced the University of Connecticut Medical Center to abandon a joint venture with a Catholic Hospital to build a new center for outpatient surgery.

As part of an agreement between the university and the hospital, the proposed outpatient center would not perform abortions or sterilizations for women or provide birth control counseling. Any procedure, including birth control measures would be allowed, however, if done under local anesthesia in a private physician's office. The effect of this was that vasectomies would be allowed on men because that procedure could be done in a doctor's office, but tubal ligation—sterilization of women—would not be allowed because it requires a surgical incision that can only be done in an operating room.

The joint venture was abandoned after women's groups, several trustees, and others—including Connecticut Attorney General Richard Blumenthal—questioned whether a public medical center could limit treatment for women in order to abide by principles of a religious institution, in this case, the Roman Catholic Church.



ATHLETICS

GENDER DISPARITY WIDENS IN SALARIES OF COACHES

In our last issue we noted that the cost of staffing men's football exceeded the costs to staff all of women's athletics. We also noted that men's funding had increased more than women's, even though the number of male athletes had decreased and the number of women had increased. We continue the story of inequities, focusing on women coaches.

Using 1995-96 public data from 303 Division I institutions supplied under the Equity in Athletics Disclosure Act, *The Chronicle of Higher Education* (May 16, 1997) found that, within the same institution, coaches of men's teams earned 11 percent more than coaches of women's teams at De Paul, Bucknell and Southwest Missouri State, and a whopping 246 percent more than coaches of women's teams at the University of Dayton. In more than 25 institutions the salaries for coaches of men's teams exceeded those of coaches for women's teams by more than 100 percent.

According to the 1997 *Gender-Equity Study* conducted by the National Collegiate Athletic Association, the average base salary was $103,382 for a Division I football coach and $99,283 for a Division I men's basketball coach. The sum of these two salaries is greater than the combined salaries paid to *all* women's coaches at these institutions.

The good news, according to the NCAA study, is that coaches of women's teams at Division I institutions earned more than coaches of men's teams in fencing, golf, gymnastics, skiing and volleyball, and were close to parity in lacrosse, squash and rowing. The figures are less encouraging when one takes into account that only 47 percent of women's teams are coached by women, while virtually all of the men's teams are coached by men.

Only four women are directors of athletics in major conference schools: Debbie Yow at the University of Maryland; Barbara Hedges at the University of Washington; Sandy Barbour at Tulane (LA) and interim director Sharon McCloskey at Virginia Polytechnic Institute.

MALE BASKETBALL COACH EARNS 40 PERCENT MORE THAN FEMALE PREDECESSOR

When Angela Beck resigned her position as women's basketball coach at the University of Nebraska to manage the San Diego Lasers of the American Basketball League, she was making $84,000. Her successor, Paul Sanderford, from Western Kentucky, will earn a base salary of $120,000. He also will earn additional income from radio and television shows, which Beck did not.

Nebraska athletic director, Bill Byrne, said the university had planned all along to increase the salary for the women's coaching position, regardless of Beck's decision to leave.

"They always say that after the fact," commented state Senator Ernie Chambers.

REPORT RATES COLLEGES ON GENDER EQUITY IN SPORTS

Using public data collected under the Equity in Athletics Disclosure Act, the Women's Sports Foundation issued a "report card" evaluating 767 colleges on how their athletic programs treated

ABOUT YOUR EDITOR

Bernice R. Sandler is a Senior Scholar in Residence at the National Association for Women in Education where she writes the newsletter *About Women on Campus* and consults with and speaks at educational institutions. She has written extensively about sex discrimination, including sexual harassment, and often serves as an expert witness in cases involving educational institutions, governmental organizations, and businesses.

Recently Sandler has been working with The Citadel on their "female assimilation plan." The Citadel is one of two state-supported formerly all-male military colleges (Virginia Military Institute is the other) ordered by the courts to admit women. The Citadel's court-ordered plan contains 80 action items. Ironically, The Citadel will end up with more comprehensive programs than most colleges and universities. For example, every student will take several hours of required training on student-to-student harassment. Among the items to be memorized by cadets will be a definition of sexual harassment.

women athletes.

In addition to an overall letter grade, letter grades were assigned to four categories:

- the ratio of female athletes to female undergraduates,
- the proportion of athletic scholarships awarded to women,
- the percentage of recruiting budget spent on women, and
- the percentage of operating budget spent on women's teams.

The report covered Divisions I, II and III. Among Division I-A institutions, the military academies, Georgia Institute of Technology, and Texas A& M—institutions with low enrollments of women—received a grade of A- or above, along with Manhattan College, Southern Illinois University at Carbondale, Old Dominion, Southeastern Louisiana, St. Joseph's (PA), and the Universities of Dayton, Hartford, North Carolina at Charlotte, and Texas at Arlington. Some former women's colleges where the enrollment of women is more than 60 percent received a grade of D+ or D.

The *Gender Equity Report* costs $3.00 plus $3.00 for shipping and is available from the Women's Sports Foundation, Eisenhower Park, East Meadow, NY 11554, (800) 227-3988.

WOMEN ATHLETES HAVE EDGE OVER MEN IN ENDURANCE

Women apparently have an edge over men in long-distance events where endurance is a major factor.

Although men's performance in speed usually exceeds that of women, their preeminence dwindles with increasing distance, with women ultramarathoners enjoying a greater resistance to fatigue than equally trained men. Moreover, as the distance increases, men start slowing down but women keep up their pace.

Some scientists believe that estrogen, in addition to burning fat more efficiently, may be an important factor in delaying fatigue, preventing damage and increasing oxygen delivery to muscles.

For discussion of the subject, see the *Chronicle of Higher Education* (June 20, 1997).

IN BASKETBALL, WOMEN ARE MORE INJURY PRONE THAN MEN

A comprehensive study of more than 11,000 high school and college basketball players showed that women were five times more likely to have a season-ending injury than men, especially serious leg injuries. Female players at the college level were 7.6 times more likely than males to sustain an injury requiring surgery, and 6.2 times more likely to tear the anterior cruciate ligament of the knee. Women players at the college level were more prone to injuries than women at the high school level.

> Female players at the college level were 7.6 times more likely than males to sustain an injury requiring surgery. . .

The reasons for the higher injury rate is not clear. The study was done by researchers at the University of Medicine and Dentistry at the Robert Wood Johnson Medical School (NJ) and was published in a recent issue of *American Journal of Sports Medicine*.

ATTENDANCE AT WOMEN'S BASKETBALL GAMES CONTINUES TO CLIMB

Women's basketball attendance has increased every year since 1982, when the NCAA first began to track the information. A new method of counting was introduced in 1997. It allows institutions to count attendance at women's games that are part of a double header with men if the fan count was taken by half time of the women's game. The new method of counting is only part of the reason 1997 totals exceeded the six million mark for the first time.

MORAL REASONING AMONG WOMEN ATHLETES DECLINES

For 14 years researchers have been studying "moral reasoning" in competitive groups, such as athletic teams, by using a questionnaire describing ethical scenarios in athletics.

The questionnaire, which examines ideals such as fair play, honesty, and respect for others, shows that not only has allegiance to ideals been decreasing since the late 1980s, but the level of moral reasoning is negatively related to the level of competition. In other words, the more competitive the group, the less its members are devoted to these ideals. As women become more competitive, they too are becoming as callous as their male counterparts.

The research was conducted by Sharon K. Stoll of the University of Idaho and Jennifer Beller of Eastern Michigan University. Both are physical education professors.

WOMEN IN SCIENCE

COLLEGES TO LINK WOMEN'S STUDIES AND SCIENCES

Ten colleges will work together in a national project to break down the barriers between the sciences and women's studies. The project will try to make science more attractive to women by integrating it into women's studies courses and incorporating the new scholarship on women into the teaching of science and mathematics. The ten institutions are the University of Arizona, Barnard College, Bates College, California State University at Long Beach, Greenfield Community College, the University of Illinois at Chicago, Portland State University, the University of Rhode Island, Rowan College of New Jersey, and St. Lawrence University.

The institutions will develop new courses on women and science and revise existing courses. Additionally, the project will sponsor two national conferences, two publications and an e-mail discussion group. The project will be conducted by the Association of American Colleges and Universities and is financed by the National Science Foundation. For information contact AACU, 1818 R Street, NW, Washington, DC 20009. (202) 387-3760

PURDUE'S RECRUITMENT SUCCESS IS NO ACCIDENT

For more than ten years, the percentage of engineering degrees going to women at Purdue University has exceeded the national average. How that happens is no accident. Here are some of the Women in Engineering programs and activities that Purdue University sponsors in order to maintain those high numbers:

For recruitment:

- *a comprehensive program* to recruit and retain women, with a full-time director of the program.
- *brochures and career education videos* to recruit women into engineering.
- *one-day career programs*, which bring junior and senior high school women to the campus with their parents to introduce them to the facilities, faculty, students and alumni.
- *merit awards* sponsored by alumnae and corporate sponsors to recognize top women students entering Purdue's Schools of Engineering each fall, Awards range from $1,000 to $5,000.
- *a Personal Connection Program* in which undergraduate women engineering students, parents and alumnae make contact with prospective female high school students and parents.
- *a student section of the Society of Women Engineers*, which offers numerous pre-college activities, including an essay contest for junior high students, a girl scout program, and visits to grade schools, junior highs and high schools.
- *a one-week, co-ed summer program* for high school students prior to their senior year that provides them with hands on computer experience, engineering laboratories, and design projects. Special efforts are made to ensure an equitable representation of women.

For retention:

- *a graduate education video* available to undergraduates and to Society of Women Engineers' chapters at other colleges and universities to encourage members to consider graduate education.
- *classroom climate workshops*, a cooperative effort involving the Schools of Engineering and the School of Science to promote gender equity through interactive programs for faculty, researchers, and teaching assistants. The workshops include a video and a facilitator's guide.
- *Earhart Program*, which offers speakers, a tutoring service, plant trips and other special programs to reduce attrition of women engineering students. The program takes its name from the three floors of Earhart Hall dedicated to women engineering students, 90 percent of whom are first-year students.
- *Engineering 194*, an elective one-credit course that provides an overview of the roles women can achieve in engineering. The course uses dynamic speakers and dual career couples to reinforce students' educational and career choices.
- *Engineering 194 peer groups*, which meet weekly to enhance personal development for first year students. The peer groups, each led by a senior engineering student, also provide leadership opportunities for the senior students.
- *leadership program*, in which Sloan Leadership Teams of students gain experience in teamwork and design; research and development; planning, organizing and facilitating meetings; and

other activities.

• *continuing merit awards* provided by corporate and alumnae sponsors. The awards range from $100 to $10,000 to encourage outstanding academic achievement and student leadership.

• *plant trips* each semester to enhance students' technical understanding and awareness of the role that women play in the engineering work force.

• *Society of Women Engineers* student section, which has monthly programs, a professional development workshop, and cooperative activities with major corporations to support undergraduate women in engineering.

• *undergraduate mentoring programs*, which match first year women engineering students with upper class women engineering students for formal and informal activities. Students also are offered additional support through alumna mentors who contact them throughout the school year.

• *graduate mentoring program*, which enables beginning women engineering graduate students to meet in small groups with more advanced women engineering students.

For further information about Purdue's programs, write Jane Daniels, Director, Women in Engineering Programs, 1286 ENAD Building, Purdue University, West Lafayette, IN 47907-1286.

(317) 494-3889 E-mail: *puwie@ecn.Purdue.edu*

ELECTRONIC RESOURCE

The Women in Science and Engineering (WISE) of the Committee on Institutional Cooperation (CIC) provides links to its resources for students, faculty members, and administrators at its web site **http://www.cic.net/cic/wise**

INITIATIVES

NAWE's award-winning journal publishes articles on subjects of concern to women in all aspects of education, placing special emphasis on significant, timely topics not yet receiving substantial attention in the professional and popular literature. Recent special issues of Initiatives have focused on feminism on a Catholic campus, men's studies, gender equity in math and science, sexual harassment, women's centers, and black women in higher education. Articles in nontheme issues regularly address such diverse topics as mentoring, pay equity, campus climate, using humor in professional settings, women in aviation education, journal keeping, professional development, leadership, native American women, dual career families, self-defense training for women, and multicultural concerns.

TOPICS AND FORMATS

We welcome submissions on virtually any subject that addresses in a meaningful way the education, interests, needs, and personal and professional development of women and girls.

Submissions may take many forms—essays, thought pieces, descriptions of successful programs and practices, reports of research, theoretical and analytical articles. We do not publish poetry or fiction. Whatever the topic or format, we want unambiguous, accessible, economical prose, written with clarity, grace, and simplicity.

For information about submissions contact the editor:

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WOMEN'S STUDIES

SPELMAN OFFERS MAJOR IN WOMEN'S STUDIES

After 15 years of offering a minor in women's studies, Spelman College has inaugurated a new interdisciplinary Comparative Women's Study Major. The new major consists of 10 four-credit courses with a focus on women of African descent. Thirty-six courses will be offered during 1997-98. The Ford Foundation provided funds to help the development of the new major.

For further information, write Spelman College, Women's Research and Resource Center, 350 Spelman Lane, SW, Box 115, Atlanta, GA 30314-4399.

WOMEN'S STUDIES RESOURCES

Following are some useful new resources on women's studies:

• *Feminist Collections: A Quarterly of Women's Studies Resources*

The Winter 1997 issue of Feminist Collections presents a variety of information about girls and young women, including books about sexuality, girls and young women of color, new magazines about (and mostly by) young women, and four films, including one on tomboys and one on rural Peruvian teenagers.

The issue also contains its regular information on new reference works, e-mail addresses and World Wide Web sites, new and special issues of periodicals and unusual resource items. Copies of the special issue cost $3.50 (check payable to the University of Wisconsin-Madison). Send your request to Women's Studies Librarian, University of Wisconsin System, 430 Memorial Library, 728 State Street, Madison, WI 53706; phone: (608) 263-5754; e-mail *wiswsi@doit.wisc.edu*

• *Wisconsin Bibliographies in Women's Studies*

For many years the Women's Studies Librarian has made available *Core Lists in Women's Studies*, updating them and making them available on the web: **http://www.library.wisc.edu/libraries/WomensStudies/** Single print copies are also available for those without access to the web. Use the address listed in the previous article.

There are more than 30 bibliographies covering subjects such as aging, arts in England and the U.S., education, family, feminist pedagogy, health, language, law and legal studies, management, mass media, philosophy, politics, reference works, religion, sexual abuse, sports, and women of color.

• *Chronology of Women Worldwide: People, Places and Events that Shaped Women's History*

This 605-page book includes an index. Published by Gale Research (Detroit), the book costs $44.95.

• *Internet Resources on Women: Using Electronic Media in Curriculum Transformation*

This new manual by Joan Korenman is intended for new and old Internet users who are seeking information about electronic resources related to women's studies and curriculum transformation. Additions are posted regularly on the manual's frequently updated web site. Cost of the book is $20 for individuals, $30 for institutions. Contact the National Center for Curriculum Transformation Resources on Women, LLT 317, Towson State University, 8000 York Road, Baltimore, MD 21252. (410) 830-3944. E-mail: *cctru@midget.towson.edu*

• *Women's Studies in Europe*

This site provides links to many other sites. **http://wwworg.uio.no/www-other/nikk/English/Europa.html**

STATISTICS THAT COUNT

There are more than 600 undergraduate women's studies programs in the United States in which students can major, minor or obtain a certificate. There are 75 U.S. graduate programs in women's studies.

SEEKING FUNDING FOR WOMEN AND GIRLS PROJECTS?

The *National Guide to Funding for Women and Girls* is now in its fourth edition. The guide provides basic information about more than 950 foundations and corporate direct-giving programs with specific interest in women and girls. It lists grants that have been given to fund child care, health care, civil rights, homeless and abuse shelters, legal defense, employment programs, rape prevention, family planning clinics and other categories.

The 414-page book costs $115 plus $4.50 shipping from The Foundation Center, 79 Fifth Avenue, New York, NY 10003-3076, (800) 424-9836. Fax: (212) 807-3677.

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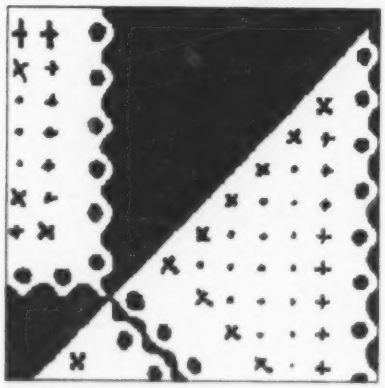


SEXUAL ASSAULT

EQUAL RIGHTS ALLIANCE CHARGES CLEMSON VIOLATED CAMPUS SECURITY ACT

The Chief Advocate for the Equal Rights Alliance has charged Clemson University (SC) with violating the Campus Security Act. Margaret Jakobson, who earlier had levied similar charges against Moorhead State University (MN), charged that Clemson, by not issuing "timely warnings" to female students that rohypnol may have been implicated in an alleged gang rape by fraternity members, failed to report accurate crime statistics or prevent crime.

Jakobson further claimed that the university failed to properly and fully disseminate the required annual Campus Crime Report for 1996 or include in it required program and policy statements.

According to Jakobson, the incidents that Clemson failed to include in the 1996 report involved allegations of gang rape by members of the football team, and members of the Omega Psi Phi fraternity. The women who alleged they were raped said they reported their allegations to Clemson officials, the campus police, and the Clemson Police Department. A third allegation of gang rape was subsequently reported, according to Jakobson, resulting in the arrest of four students for possession of 300 rohypnol tablets with intent to sell them.

U.S. EDUCATION DEPARTMENT FINDS VIRGINIA TECH VIOLATED CAMPUS SECURITY ACT

The U.S. Department of Education has found that Virginia Polytechnic Institute violated the Campus Security Act, which requires schools to report campus crime. The Education Department found that Virginia Tech failed to include a reported crime in its annual publication of crime statistics in 1994 and was reporting for academic years instead of calendar years.

The alleged incident omitted in Virginia Tech's report was highly publicized and involved charges by Christy Brzonkala against two football players. Virginia Tech says the incident was included in the annual crime report the following year, after Brzonkala reported the incident to the campus women's center. Previous crime reports did not include incidents reported to officials other than to campus police.

The Education Department had earlier found Moorhead State University in violation of the Act.

STUDENT SUES EARLHAM FOR OVERSEAS RAPE

A student who was raped by her "host father" in the family to which she was assigned while studying in Japan is suing Earlham College (IN) and the other organizations which ran the program for $3 million. She states that Earlham did not respond adequately to complaints she made about the man both before and after the alleged assault. The case was filed under Title IX of the Educational Amendments, which prohibits discrimination in educational institutions. A complaint has also been filed with the U.S. Department of Education.

The case is the first filed by a student seeking damages for a sexual assault occurring during a study program abroad.

ONE FIFTH OF WOMEN REPORT BEING FORCED TO HAVE SEX

Approximately 20 percent of women surveyed in a recent report said that, at some point in their lives, they were forced to have intercourse against their will. The study, conducted by the

COURT "RELUCTANTLY" UPHOLDS LAW MAKING GENDER-RELATED CRIME A CIVIL RIGHTS VIOLATION

In 1994 the Violence Against Women Act was passed, making crime motivated by gender a violation of civil rights in a similar manner in which crimes motivated by race are a violation. A federal judge in Tennessee has "quite reluctantly" upheld the constitutionality of the Act in a case involving a woman who accused the husband she is divorcing of violating her civil rights by beating and raping her during their marriage.

Two other courts, one in Iowa and the other in Connecticut, have upheld the constitutionality of the Violence Against Women Act. However, in a case involving a student raped by two football players at Virginia Polytechnic Institute, a Virginia count found the 1994 law unconstitutional.

Experts agree that the issue of the law's constitutionality is likely to reach the Supreme Court.

National Center for Health Statistics, found that about eight percent of women said that the first time they had sex was not voluntary. Of those, 16 percent said they were 15 or younger at the time.

The data, based on a survey of nearly 11,000 women, were reported as part of the National Survey of Family Growth. The figures are similar to those found in other studies.

RESOURCE ON "ROOFIES"

The Santa Monica Rape Treatment Center has developed educational materials to prevent the use of drugs such as rohypnol ("roofies") and GHB (gamma-hydroxybutyrate).

Bookmarks, posters and a brochure describe the risks and dangers of these drugs, effective self-protection strategies, and what to do if assault occurs. The materials will be of use to institutions that have not developed materials on such drugs for students.

The drugs are used in the commission of sexual assault because they induce a haze-like condition, (weakened, helpless or unconscious state) and leave victims with little memory of what happened. The drugs are odorless and tasteless and are often slipped into whatever the woman is drinking.

Because victims cannot recall what happened, the incidence of the use of these drugs in sexual assault is thought to be far greater than reports indicate.

Roofies are illegal in the United States and GHB is approved only for use in FDA-approved trials. Both drugs can be lethal, especially when ingested with alcohol or combined with other drugs.

The exact effects of these drugs depends on many factors, including weight and metabolism. Roofies are also known by many other names, such as Roches, Rib, Forget Pill, Poor Man's Quaalude, Mexican Valium, Lunch Money, Pappap or Potatoes, Whiteys, Mind-easers and Negatives or Minuses. GHB is also known as Grievous Bodily Harm (GHB), Bedtime Scoop, Soap, Gook, Gamma 10, Liquid E, Liquid Ecstasy, and Georgia Home Boy.

For information on obtaining the educational materials, contact the Santa Monica Rape Treatment Center, Santa Monica-UCLA Medical Center, 1250 Sixteenth Street, Santa Monica, CA 90404. (310) 319-4000. The colorful bookmarks describe how to take care of oneself and how to watch out for friends.

NEW BROCHURE: *CAMPUS SAFETY: TIPS AND EVALUATION*

To help students protect themselves against violent crimes on campus and learn what their institution is doing, Security on Campus, Inc. (SOC) has prepared a brochure, *Campus Safety: Tips and Evaluation*. The brochure lists a series of questions students and prospective students can ask college administrators, such as:

How many and what types of cases did the school's judicial committee handle last year?

Does the school provide immediate medical, psychological and legal aid to victims of sexual assault, as required by the Campus Sexual Assault Victim's Bill of Rights?

The brochure also lists precautions, such as not having photo and personal information published for distribution to the campus community. At some schools fraternities and upperclassmen have used the information to target naive first year female students.

The full text of the brochure is available on SOC's web site at **http://www.soconline.org**. SOC was founded by Ben and Connie Clery, parents of a murdered student.

SOC follows campus crime in its newsletter *Campus Watch*.

For further information contact SOC at 215 W. Church Road, Suite 200, King of Prussia, PA 19406-3207. (610) 768-9330 E-mail: *soc@soconline.org*

EDITOR'S CHOICE: *SEXUAL ASSAULT ON THE COLLEGE CAMPUS: THE ROLE OF MALE PEER SUPPORT*

When you read this book, you will need a pen or highlighter in your hand to mark its many pertinent parts. In addition to providing a general treatment of campus sexual assault, the book describes in great detail how male culture and the peer support that men receive contributes to a climate in which sexual assault is the outcome. The book addresses how men grow up in a rape-supportive culture; how men are influenced by rape myths, pornography and sexual assault; the role of alcohol; the elements of male support-group membership; and the absence of deterrence, especially in sports teams.

Although heavily documented with research studies and data, the book is readable and full of practical suggestions on policy, programs and strategies for institutions and individuals, including strategies aimed specifically at men. More than 40 pages are devoted to prevention and policy implications.

Written by Martine D. Schwartz and Walter S. DeKeseredy the 230-page book is published by Sage publications and costs $18.95 (paperback).

PREVENTING SEXUAL ASSAULT BY ENLISTING MEN AS EMPOWERED BYSTANDERS

Most training programs involving sexual assault awareness focus on men as actual or potential perpetrators. Building on the theory that cultural attitudes that support rape and battering serve to encourage men's violence against women and the blaming of women who are victimized, Jackson Katz has developed a different training model.

As the creator of the Mentors in Violence Prevention program (MVP), Katz works with student athletes and other males in a multi-racial program aimed at making any anti-sexist attitudes among young men socially unacceptable. Crucial to the success of the program is the leadership of athletes and others who have achieved status in traditional male peer cultures.

Highly interactive training focuses on male student-athletes and other males, not as perpetrators or potential perpetrators, but as empowered bystanders who can confront abusive peers, provide positive anti-sexist role models for males and females, and create a climate of intolerance among males for the abuse of females.

The shift in emphasis from men as perpetrators to men as empowered bystanders significantly reduces the defensiveness that many men (particularly, but not exclusively, athletes) feel around discussions of rape, battering and sexual harassment.

This focus on bystanders and what they can do reinforces the idea that when men don't speak up or take action in the face of other men's abusive behavior toward women, their silence constitutes implicit consent of such behavior.

A key premise is that male student athletes can help to delegitimize rape-supportive and battering-supportive attitudes by publicly repudiating the domination-oriented definitions of masculinity that reinforce them.

Sessions conducted with athletes, fraternity leaders, residence life staff and others utilize a "playbook" that features realistic campus and off-campus scenarios involving actual and potential assaults by men against women.

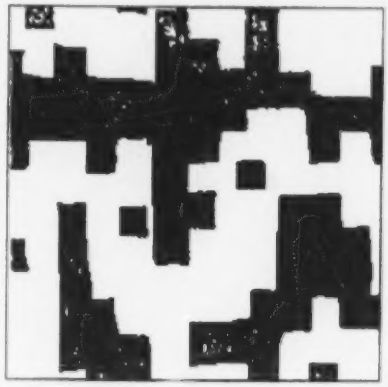
The men are placed in these scenarios as bystanders before, during and after abusive episodes, then they discuss concrete options for intervention.

The scenarios provide a stepping-off point for a much broader discussion of masculinity, gender relations, abuses of power and conformist behavior.

The program has been used at several Division I athletic programs and at dozens of other campuses, high schools and community groups, including the NCAA, which uses MVP materials in its LifeSkills program. The MVP program has recently been extended to include women.

> Highly interactive training focuses on male student-athletes and other males, not as perpetrators or potential perpetrators, but as empowered bystanders. . .

Katz, a former athlete, has recently been designing and directing the first gender violence prevention program for the U.S. Marines. He can be reached at MVP Strategies, (617) 926-7678.



RESOURCES

HISTORICAL RESOURCES

Following are two useful historical resources, one on the issues and challenges facing women's colleges in the United States, the other assessing the progress of Title IX.

• *Women's Colleges in the United States: History, Issues and Challenges* describes the history of women's colleges, discusses the challenges they currently face, summarizes educational research on women's colleges, and provides a statistical portrait of the 76 institutions identified as women's colleges in 1993. A bibliography is included.

The data show that, compared to coeducation institutions, women's colleges have far more women in professional positions as administrators and full-time faculty, and award similar or larger proportions of bachelor's degrees to women in several traditionally male fields.

The 122-page book was written by Irene Harwarth, Mindi Maline and Elizabeth DeBra and is published by the National Institute on Postsecondary Education, Libraries, and Lifelong Learning of the U.S. Department of Education.

• *Title IX at 25: Report Card on Gender Equity* assesses the progress and lack of progress in various areas since passage of Title IX in 1972, 25 years ago.

The highest grade went to Access to Higher Education, a B-; the lowest grade, D+, went to Sexual Harassment.

The remaining areas, Athletics, Career Education, Employment, Learning Environment, Math and Science, Standardized Testing, and Treatment of Pregnant and Parenting Students received grades varying from C- to C+.

The 52-page booklet was a report of the National Coalition for Women and Girls in Education. The booklet describes what each category was like when Title IX was enacted, and what the problems are today. Recommendations for action and a short bibliography complete each section.

For information about obtaining copies, contact the Coalition at the National Women's Law Center, 11 Dupont Circle, NW, Suite 800, Washington, DC 20036, (202) 588-5180.

A similar report focusing on progress was also issued by the U.S. Department of Education. *Title IX: 25 Years of Progress* contains short vignettes, data and descriptions of how things have changed.

The 16-page document covers areas similar to those in the previous report and is a good supplement to it.

ELECTRONIC RESOURCES

For a six-page list of web sites, e-mail lists and other electronic resources, check out the *Feminist Collections* web site at **http://www.library/wisc.edu/libraries/WomensStudies**. Among other things this site offers electronic versions of recent "Computer Talk" columns, numerous bibliographies and core lists of women's studies, and links to hundreds of other sites.

Here are a few particularly relevant lists and sites from the *Feminist Collections* Spring 1997 issue, Vol. 18, No. 3:

E-MAIL LISTS:

POSTGRAD.WO offers discussion space for postgraduate women doing research. Send message *subscribe postgrad-wo firstname lastname* to *postgrad-wo-request@mailbase.ac.uk*

WMSTGRAD provides informal discussion of women's issues for women graduate students. Send message *subscribe wmstgrad firstname lastname* to *listserv@morgan.ucs.mun.ca*

WOMCOLLIB shares information among library staff at women's colleges on such things as how women access information, and what scholarly resources are needed for women.

Send message in the subject header (not the main body) *subscribe womcollib* <firstname lastname> to *listrequest@catt.cochran.sbc.edu*

WEB SITES

4000 Years of Women in Science presents biographies of hundreds of women listed both by chronological order and by discipline. Includes photo links and references. Address: **http://astr.us.edu/4000WS/4000WS.html**

African-American Women On-Line Archival Collections, which are part of Duke University's Special Collections Library, includes scanned images of manuscript pages plus full text of writings. Also included are rare letters from slaves. Address: **http://scriptorium.lib.duke.edu/collections/african-american-women.html**

Schlesinger Library on the History of Women in America. This web site describes the library's holdings, how to access the collections, a direct link to Harvard's catalogue, and links to related sites on women's history and archives. **http://www.radcliffe.edu/schles**

Sexual Assault Information Page provides links to resources organized by topic, such as acquaintance rape, men's resources, professional abuse, and survivors. **http://www.cs.utk.edu/~bartley/saInfoPage.html**

Society for the Advancement of Women's Health Research provides information and links to related health sites, a listing of its publications and information on key research issues. **http://www.womens-health.org**

WWWOMEN calls itself the "premier search directory for women." It offers both a keyword search up front as well as an alphabetical listing of categories.
//www.wwwomen.com

OLDER WOMEN OUTSCORE YOUNG MEN ON THE WEB

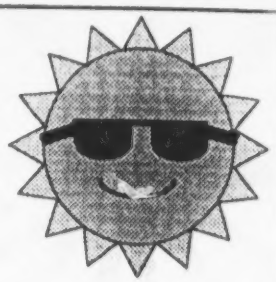
Throw those old myths about women and computers away. An Internet aptitude test conducted by MCI Communications showed that older women find their way around the web better than younger men could. Girls scored higher than boys their age.

The *MCI Great American Net Test* was offered as an interactive quiz on a web site, testing the users' ability to search the Internet. About 16,500 users completed the test.

Although the differences between male and female scores were small, Vint Cerf of MCI stated "What is significant is that 60-year-old women can keep up with the younger guys."

Women 60 years of age and older scored 71.7, compared to 70.6 for boys 17 and younger, who are often believed to be the most advanced web surfers.

California State University, Long Beach



Tenure-Track Faculty Positions 1998-99

☼ College of the Arts
- ▲ Art - History
- ▲ Art - Sculpture
- ▲ Music - Jazz Studies
- ▲ Theatre Arts - Lighting Design

☼ College of Business Administration
- ▲ Finance, Real Estate, & Law
- ▲ Information Systems

☼ College of Health & Human Services
- ▲ Communicative Disorders - Fluency, Motor Speech
- ▲ Health Science - Radiation Therapy
- ▲ Nursing - Community/Public Health
- ▲ Physical Therapy - Therapeutic Exercise, Pathophysiology, Clinical Education

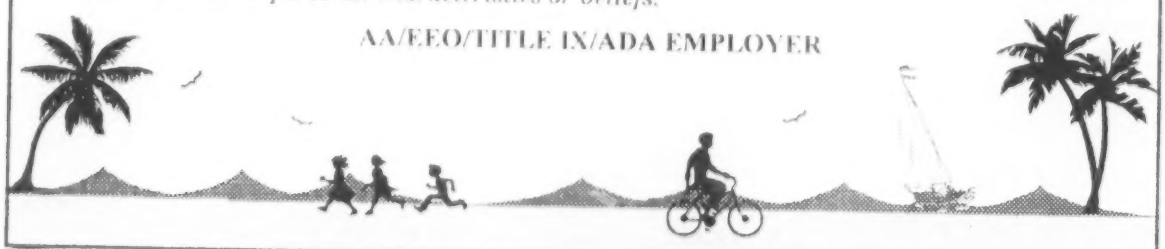
☼ College of Liberal Arts
- ▲ Anthropology - Archaeology
- ▲ Asian & Asian-American Studies - Japanese
- ▲ Chicano & Latino Studies - Humanities & Cultural Studies
- ▲ English - American Literature
- ▲ History - Middle Eastern
- ▲ International Studies/Women's Studies
- ▲ Journalism (Chair)
- ▲ Psychology - Quantitative Methodology
- ▲ Romance, German, & Russian Languages and Literature - Spanish Translation
- ▲ Sociology - Stratification, Gender, Social Change

☼ College of Natural Science & Math
- ▲ Biological Sciences
  - • Marine Ichthyology
  - • Microbial Pathogenesis
  - • Immunology
- ▲ Chemistry and Biochemistry - Inorganic Chemistry
- ▲ Mathematics - Statistics/Actuarial Mathematics
- ▲ Physics & Astronomy - Experimental (Condensed Matter)
- ▲ Science Education

All positions are open until filled. Contact the appropriate Department for detailed information at CSULB, 1250 Bellflower Blvd., Long Beach, CA 90840, (562) 985-4111 V/TDD.

In addition to meeting fully its obligations of nondiscrimination under federal and state laws, CSULB is committed to creating a community in which a diverse population can live, and work, in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, sexual orientation, or other personal characteristics or beliefs.

AA/EEO/TITLE IX/ADA EMPLOYER



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LEADERSHIP DEVELOPMENT

NAWE INSTITUTE HELPS WOMEN DEVELOP LEADERSHIP SKILLS

As we approach the new century, there are still few women top administrators or academic leaders in higher education. Even after 25 years of trailblazing, achieving equity for women in academia requires more work. Toward this goal, NAWE has developed a plan for expanding women's access to leadership in higher education.

Central to the plan is the Institute for Emerging Women Leaders in Higher Education (IEWL), which will take place November 8-11 at the University of Maryland's College Conference Center in College Park.

The IEWL is designed to show new women professionals the vehicles and pathways that will help propel them into leadership in higher education.

The three-day conference will be led by nationally recognized women leaders, including Sharon McDade, Judy Rogers, Estella Lopez and M. Colleen Jones.

The curricular modules included in the IEWL will help participants to:

- understand institutional climate and culture,
- plan for goal achievement, and
- communicate in a changing organizational environment.

Through active learning exercises, case studies, role playing, critical reflection and dialogue, participants will learn the three major routes to leadership development: *conceptual development*, *skills development* and *personal development*.

Conceptual development examines the three models of leadership: social change, connections and empowerment. IEWL participants will get a broader understanding of education as an enterprise by looking at trends in higher education, such as equity issues; financial constraints; innovations in teaching and learning; and different types of institutions, such as community colleges and historically black colleges and universities.

NAWE has developed a plan for expanding women's access to leadership in higher education.

IEWL participants will also explore ways to develop their *leadership skills* by practicing team leadership and learning communication skills, such as active listening. In addition, participants will learn motivation skills and practice direction setting.

The final route to leadership development to be explored by IEWL participants is *personal development*. Participants will be encouraged to examine their individual beliefs and values, and to foster an awareness of others' beliefs about leadership. Through this effort, they will learn to enhance their understanding of their strengths and weaknesses as leaders.

In doing all this, IEWL participants will work closely with a team facilitator, who will provide feedback on strengths to build on, and skills and concepts to master. Participants will have the opportunity to interact with national higher education leaders, NAWE staff, Marriott training staff and fellow participants.

The value of the Institute extends beyond the three days it takes place because during the NAWE Conference from March 4 to March 6, 1998, IEWL participants will reunite to reinforce what they learned at the Institute, discuss the journals they started there and any changes that may have occurred since then, and strengthen the network they established through such resources as listservs; websites; and lists of associations, articles, references and URLs.

The IEWL has been carefully planned and conceptualized. Its Advisory Board, comprised of such nationally recognized leaders in higher education as Helen Astin, Donna Shavlik, Cynthia Secor, Carmen Neuberger, Susan Komives, and Gwen Dungy, have contributed to the Institute's design, faculty selection, principles and goals. As a result of NAWE's visionary plan, several other organizations have endorsed the Institute and its goals. Marriott Management Services is co-sponsoring IEWL by providing seed money and trainers, and HERS Mid-America and the American Council on Education's Office of Women have endorsed the Institute

The outcomes of IEWL will benefit institutions as well as individual participants. The skills and concepts learned will help increase participants' productivity and ability to meet insti-

tutional goals, and the focus on personal development will not only increase their commitment to their institutions, but also help them set priorities, meet personal goals, and increase their self-confidence — all necessary components to their future success as leaders.

The IEWL fee of $795 includes tuition, lodging, meals, parking, materials, breaks, and a discount to the NAWE Annual Conference on March 4 -6, 1998 at the Sheraton Inner Harbor in Baltimore, Maryland.

We encourage campus leaders — especially those who already have achieved success in academia— to make women from their institutions aware of this opportunity by forwarding them an application, nominating them for enrollment, and supporting their attendance financially. If you are a professional trying to identify ways to advance into leadership, we encourage you to apply. Space is limited and selection will be based on educational and professional background, contribution to your institution and the higher education community, and leadership in outside activities.

Please call (202) 659-9330 or e-mail *nawe@clark.net* for more information about the Institute.

This article was adapted from one written by Adrienne Kezar for the August 1997 issue of NAWE News. *Kezar is faculty director of the Institute for Emerging Women Leaders in Higher Education.*

Smooth Sailing Toward Professional Development in Baltimore

NAVIGATE AN EXCITING PROFESSIONAL DEVELOPMENT JOURNEY DURING THE ADVANCING WOMEN IN HIGHER EDUCATION CONFERENCE AS IT CASTS OFF WITH THE THEME...

WHO'S AT THE HELM?
UNRESOLVED ISSUES
March 4-6, 1998
Sheraton Inner Harbor
Baltimore, Maryland

THE CONFERENCE FEATURES:

REDUCED COSTS

Conference registration costs have been lowered, but expect the quality of the conference to challenge, inspire and educate in valuable ways. The Baltimore venue allows for reduced airfare from most points of departure, representing another cost-cutter.

DAY-LONG ACADEMICS FOR PROFESSIONAL DEVELOPMENT

Certificate-granting academies of the conference provide conferees with up-to-date information on

- Current Issues in Higher Education
- Legal Issues in Higher Education
- Leadership by Women in Higher Education

A nationally-known speaker anchors each Academy's topic with a keynote address.

SKILL-BUILDING AND BEST PRACTICES INTEREST SESSIONS

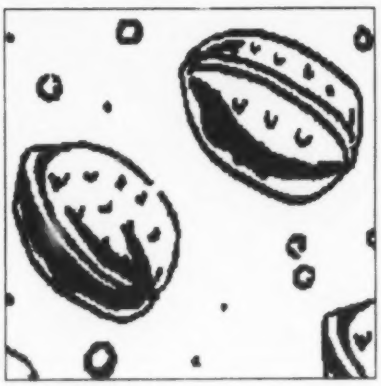
Streams running throughout the conference channel and challenge conferees' learning in:

- curriculum transformation
- campus women's commissions
- legislative advocacy
- what's ahead for women mid-to-late career
- diversity
- teaching styles that enhance women's learning
- tenure and advancement
- effective leadership practices

GRADUATE STUDENT PRESENTATION AWARDS

Up to six awards will be presented to graduate students selected to present programs at the Conference as part of the new Graduate Student Presentation Awards Program. The award includes a complemented registration fee and two nights' stay at the Sheraton Inner Harbor.

Award winners will have their programs reviewed by a panel of experts and will receive skill-enhancing feedback. For more information and a Graduate Student Presentation Proposal Form, contact Deborah J. Taub, Ph.D. at (765) 494-9748, or via e-mail at *dtaub@omni.ee.purdue.edu*. Presentation proposals must be received no later than October 6.



ACE OFFICE OF WOMEN IN HIGHER EDUCATION

FAREWELL DEAR CHAMPION

It is with a cascade of emotions that the women in higher education, in particular those in the National Identification Program's Network of Women Leaders, received the news that Donna Shavlik, Director of ACE's Office of Women in Higher Education, has decided to retire as of September 1 and enter a new phase of her professional life. Donna's departure from the directorship is a significant loss to members, who have come to regard her as their patron saint—championing women and issues important to women for over two decades.

Donna came to ACE in 1973 after serving as associate dean of students at the University of Delaware, and she has served as the director of OWHE since 1982. Since then, she has played a national role in coordinating efforts among higher education associations relative to women's equity and leadership, identifying special issues affecting the advancement of women in academia, consulting with institutions on equity and advancement of women in academia, consulting with institutions on equity and promotion matters, writing about Title IX of the Higher Education Act Amendments of 1972, making presentations on women in administration, and creating strategies to address these issues. Donna's vision of equality and excellence and of a cooperative, nurturing world has been evident in her work over the years. She has been an activist and national leader whose every step has taken us closer to making the world a better place for everyone in it.

Donna is a woman of great achievement. She has received numerous awards and been honored by many organizations. To name a few, she has received honorary doctorates from Marymount Manhattan, Alverno, and Wheaton. She received the Medal of Honor from St. Catherine's for her "exemplary service to women" and the Distinguished Service Award from the National Association of Women Deans, Administrators and Counselor (now the NAWE). In 1994 she was presented a "Women of Distinction" Award by the National Association of Women In Education. In honor of our 20th year birthday celebration, the Donna Shavlik Award for Women Leaders was established, and the first award was presented to Donna.

Despite all of her diverse efforts and wide-spread involvement, Donna will be best remembered by the women in higher education for founding the National Identification Program in 1977 along with Emily Taylor. This remarkably successful program established networks of higher education women in every state in the nation. Sponsored by ACE, this program has played a major role in the promotion of more than 100 women into college and university presidencies. Hundreds more have gone on to provost and vice president positions. Donna has been there for thousands of women, nurturing, encouraging, and promoting them in the world of higher education. She has provided both inspiration and strategies for the organizational change needed to make a more welcoming environment for all women in higher education. In so doing, she has also helped make it a better place for men.

As the women in the NIP network absorb the void created by Donna's departure, there is a great sense of loss and trepidation—for who will take care of us as Donna did? To be sure, we are losing a talented and caring leader, yet Donna's work will continue because she has been an effective teacher. She has prepared many women along the way and instilled in them a commitment to carry forward her commitment to equality for all and a respect for each individual.

The women of the National Identification Program extend to Donna our thanks for everything she has done for the women in higher education, our pledge to continue to work toward the goals she brought to the program, and our best wishes as she transitions to a new stage in work. Fortunately, Donna will remain at ACE as a senior fellow through the coming year while continuing to consult nationally.

We face the coming year knowing her wisdom and caring will still be with us and comforted by the knowledge that Judy Touchton's leadership of the National Network for Women Leaders will advance the program to the next stage in its evolution. In this phase new paradigms will emerge to advance our goals and carry out the vision Donna Shavlik and Emily Taylor created over 20 years ago.

Donna, we salute your many achievements and extend our personal thanks for all you have done for women in higher education!

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Vice President for Academic Affairs

The University of Pittsburgh at Johnstown (UPJ) invites applications and nominations for the position of Vice President for Academic Affairs. UPJ is a comprehensive four-year undergraduate campus of the University of Pittsburgh System, located 70 miles east of Pittsburgh on a beautiful 650-acre site in the Laurel Highlands of Pennsylvania. The college community includes about 3,000 undergraduate students and 150 full-time faculty distributed through five academic divisions. These divisions include Education, Engineering Technology, Humanities, Natural Sciences, and Social Sciences. Each division offers four-year undergraduate bachelor degree programs.

Responsibilities:

The Vice President for Academic Affairs is the chief academic administrator of the college, responsible for the areas of academic policy, planning, curriculum, faculty personnel administration, library development, academic budgeting, and general academic administration, including academic and administrative computing, admissions, continuing education, enrollment management, financial aid, the Learning Resource Center, and the Registrar. The Vice President for Academic Affairs reports directly to the UPJ President and works closely with the five divisions.

Qualifications:

- an earned doctorate in a discipline appropriate for the college
- a record of undergraduate teaching and scholarship sufficient to qualify the candidate for the rank of professor
- proven, diverse, and extensive academic and administrative leadership ability and a desire to work with faculty and students to promote excellence in undergraduate education
- sensitivity to the needs of a variety of programs in both the liberal arts and professional disciplines
- demonstrated experience in fiscal matters
- excellent interpersonal and communication skills
- considerable experience in, and knowledge of, trends, policies, and issues in higher education
- familiarity with emerging technology and its academic and administrative implications
- a strong commitment to the goals of equal opportunity and affirmative action.

Starting date: on or about July 1, 1998.

Salary: Commensurate with qualifications

Application deadline:

October 20, 1997. Send a letter of application addressing position qualifications and a curriculum vitae to:

Dr. L. Van Blekorn, Chair
Vice President for Academic Affairs
Search Committee
241 Blackington Hall
University of Pittsburgh at Johnstown
Johnstown, PA 15904

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